

December 27, 2018

Commissioner Kevin Lindsey
Minnesota Department of Human Rights
625 Robert Street North
St. Paul, MN 55155

Re: Osseo Area Schools Semi-Annual Report on Collaboration Agreement

Dear Mr. Lindsey:

Please accept this letter and the attached documentation as the Osseo Area Schools' ("District's") semi-annual report on the collaboration agreement reached with the Minnesota Department of Human Rights ("Department").

Introduction

The District serves over 21,000 students, pre-kindergarten through grade 12, in 17 elementary schools (PreK-5), four middle schools (6-8), three senior highs (9-12), an area learning center, two early childhood centers, two special program sites, and an adult education/enrollment center. The District is racially and socio-economically diverse -- serving 56% students of color and 43% free and reduced lunch participants. Our students reflect the global community, coming from homes where more than 80 dialects or languages other than English are spoken. We believe that our diverse demographics contribute to rich, real-life learning environments that better prepare students for the modern workplace and community.

While the District views its broad diversity as a strength, the District has for many years been fully cognizant of disparities in outcomes for its students of color and students with disabilities. As a result, the District's strategic plan and related priority work has sought broad transformational change to address these disparities. The District's strategic plan includes multiple areas of priority work around equity -- including using culturally responsive instruction; disrupting patterns of racial disproportionality; helping employees identify and respond to the influence of race and culture on learning; engaging community members and developing a more racially diverse work force. In total the District has established 11 Strategic Priority Teams that directly address disparities that exist for certain groups within our school community.

The District has also sought to continue and broaden foundational equity training for its over 3100 employees. During the 2018-19 school year the District has endeavored to provide

foundational training for every employee on: the impact of race on teaching and learning, the role that inherent bias plays in student relationships and the means to disrupt and decrease disparities in outcomes for disadvantaged students. As of January 1, 2019, nearly all District employees will have received all or a portion of the District's foundational equity training. In addition, other considerable equity related training occurs on a regular basis at meetings for building and District-level administrators.

Finally, to effectively address concerns related to discipline, the District employs a District-level Principal to consult, coach, direct, and review school-based disciplinary action (especially suspensions) to better ensure equitable outcomes. The District-level Principal regularly convenes principals and assistant principals to review school and District-level data and to influence adaptive practices to reduce suspensions and to address disparities.

It is the District's belief that the strategies briefly listed above represent the best-known practices for addressing persistent disparities in terms of achievement and discipline.

Documentation of Compliance

As you are aware, in its agreement with the Department, the District committed to continuing its priority work in an effort to meet the more transformational equity-based goals of the District and the more specific discipline disparity concerns of the Department. What follows is documentation of these efforts and the District's discipline data for the first reporting period under the collaboration agreement.

1. *Efforts to comply with the provisions of the Agreement and to implement its Plan, including (a) intended outcomes for its Plan; (b) specific steps the District took to implement the strategies identified in its Plan; (c) metrics the District developed to measure the effectiveness of the strategies identified in its Plan; and (d) any changes implemented by the District in light of results in the reporting period. (Paragraphs 1, 3 & 4 from collaboration agreement).*

Response: The District continued in its efforts to implement 11 Priority Result Team Charters. Each Team Charter identifies (a) an outcome or "result statement" for each group; and (b)/(c) the steps or "goals" and "metrics" each group established to reach their priority result. (See Attachment A -- Priority Result Team Charters). In addition, the District has engaged in consistent, ongoing training of district/building administration and staff to identify and address inequities in student discipline and to utilize effective preemptive or alternative approaches to more traditional disciplinary techniques (e.g. suspension). (See Attachment B – Training Agenda). Finally, the District has provided the results of its parent/staff/student surveys which are conducted on a regular basis to

obtain qualitative data related to the implementation of its strategic plan and priority work. (See Attachment C – Parent/Staff/Student Surveys).¹

2. *Aggregate de-identified suspension and expulsion data from reporting period. (Paragraphs 3 & 5 from collaboration agreement).*

Response: (See Attachment D -- Out of School Suspensions and Suspension Days for 2018-19 as of 11/30/18).

If you require clarification related to any of the data provided please contact my office.
Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tim Palmatier', with a stylized flourish extending to the right.

Tim Palmatier
General Counsel

¹ The survey data provided is also responsive to the agreed to provisions in Paragraph 1 of the collaboration agreement.

Attachment A
Priority Result Team Charters

2018-19 Strategic Priority Team Charter

Instructions: Each Strategic Priority team will create a team charter to document the work plan, timeline, and desired outcomes for the team. The Strategic Priority Team leader(s) will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader completes the team charter template and submits it to the Superintendent.

Strategy:

Leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

Priority:

Effective staff recruitment and retention practices will build toward a workforce that reflects the demographics of enrolled students.

CLEAR Model Alignment:

Hiring staff of color and racially conscious staff will work to create respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Team leader(s):

Laurel Anderson, Jeff Ansorge, Kathie Eiland- Madison, and Joel Milteer

Team members/participants:

- Katie Kern
- Lisa McLearen
- Dante Williams
- Paige Messenbrink
- Sarah Malget

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

- All of our work under this priority intentionally isolates race. Our focus is on increasing staff of color and staff who are racially conscious. Our research shows that having a staff profile that reflects the demographics of our student population will help to close the achievement gap and create a more inclusive and positive learning environment.

How will you engage members of the department of educational equity to support your work?

- We will partner with equity staff in their work as ambassadors serving as advocates representing the district as an employer of choice. Activities can include event planning and engaging potential applicants at job fairs, career fairs, college visits and community events. The equity team will also assist human resources in conducting focus and affinity groups with current staff. We will rely on the equity team to share information about their experiences and what they are hearing across the district community. We will continue to partner with the equity team as we help administrators educate current employees about equity and racial consciousness as it relates to their performance and work with both students and staff.

Success Criteria

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

- A system is designed and operationalized in order to increase the percent of staff of color and males which results in an accelerated hiring and retention of staff of color and males resulting in a workforce that mirrors our student population.
- Throughout the school year, we will measure effectiveness through multiple modalities including but not limited to hiring rates, attrition rates, interview metrics, focus groups, affinity groups, sourcing metrics, application rates, and exit interviews. Human Resources will compile and sort the employee data in order to surface patterns or practices that either support the priority or serve to undermine the work.

Work Plan

Deliverables: *Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.*

Goal(s): Intentional, focused and expanded recruitment	Due Date
Community outreach: Engage with community leaders and develop strong	Continuous

relationships with local community organizations, colleges, and universities in order to create an aggressive recruitment strategy.	
<ul style="list-style-type: none"> • Present at Adult Basic Education (ABE) as a means to broadcast our district's work regarding this Priority Result to other school districts and programs. 	07/2018
<ul style="list-style-type: none"> • Advocate for legislation that makes it easier to obtain a teaching license for out of state teachers. 	Continuous
<ul style="list-style-type: none"> • Collaborate with St. Thomas, Metro State, and the University of Minnesota to recruit teacher candidates. 	Continuous
<ul style="list-style-type: none"> • Interview with CCX news station to broadcast our intentional recruitment of our high schools students. This video was posted on our district webpage and social media outlets. https://ccxmedia.org/new-diversity-osseo- 	09/2018
<p>Develop a short video designed to:</p> <ul style="list-style-type: none"> • Inform current and prospective employees about the Osseo Career Ladder framework that includes paid student teaching and preferential hiring consideration for teaching positions. • Intentionally communicate teaching opportunities with potential employees and support staff. 	09/2019
<p>Foster succession planning and career ladder opportunities for Osseo Area Schools students.</p>	
<ul style="list-style-type: none"> • Explore a potential partnership with Northwest Suburban Integration School District (NWSID) for the purpose of increasing Educators Rising NWSISD chapters in our high schools. 	TBD
<ul style="list-style-type: none"> • Explore the potential of a teacher cadet program. 	06/2019
<ul style="list-style-type: none"> • Complete a summer interviewing fair to attract high school students to work in the district over the summer months. • Research and explore offering "Exploring the Teaching Profession" concurrent enrollment (PSEO) courses for students who are a part of Osseo Area Schools. 	04/2019
<ul style="list-style-type: none"> • Develop a program for students offering them opportunities to be a part of an 'educator rising' cohort that includes paid internship 	03/2019

experiences and then to provide employment and assistance with their post-secondary education (Grow Your Own Grant).	
<ul style="list-style-type: none"> • Intentional recruitment of Freedom Schools Student workers for Career Ladder opportunities 	06/2019
<ul style="list-style-type: none"> • Negotiate with Equity contract for paid practicum agreement. 	11/2018
Expand advertising to include a variety of media platforms (e.g. radio, internet, television) and create a strong and consistent presence in social media such as LinkedIn, Twitter, and targeted job sites.	
<ul style="list-style-type: none"> • Review recruitment sources for effectiveness and return on investments. 	03/2019
<ul style="list-style-type: none"> • Update/enhance Human Resources webpage to increase viewing traffic. 	02/2019
<ul style="list-style-type: none"> • Explore the use of PeachJar to advertise jobs in the school community. 	03/2019
Goal(s): Reengineer the application selection & screening process – analyze existing systems and selection criteria currently in place	
<ul style="list-style-type: none"> • Create a Hiring Guide which includes information on how to optimize screening; recommended/required interview questions, and process guidance through a racial equity lens. 	12/2018
<ul style="list-style-type: none"> • Develop a training guide for applicants for the purpose of optimizing their application and interviewing skills; connect with communities of color for the purpose of offering the training. 	Spring 2019
<ul style="list-style-type: none"> • Pre-screen applicants and provide recommended applicants to hiring managers 	Continuous
Goal(s): Develop retention strategies that support new and current employees of color	
<ul style="list-style-type: none"> • Study and make best practice recommendations regarding induction programs, retention programs, and developing a welcoming climate and work environment. 	02/2019

<ul style="list-style-type: none"> ● Collect and review aggregated data in groups by race and gender of employees leaving the district. Analyze the data collected to understand any apparent trends and potential remedies. 	03/2019
<ul style="list-style-type: none"> ● Facilitate staff of color focus groups to gather their perspectives and experiences as employees in the district. 	03/2019
<ul style="list-style-type: none"> ● Study management evaluations ratings based on race. 	02/2019
<ul style="list-style-type: none"> ● Disaggregate investigation data by race. 	12/2018; 04/2019; 06/2019
<ul style="list-style-type: none"> ● Utilize retention committee to host affinity events for all staff of color. 	03/2019 & 06/2019
<ul style="list-style-type: none"> ● Collect data from affinity events to gauge employee satisfaction. 	03/2019
<ul style="list-style-type: none"> ● Explore opportunities of utilizing engagement survey for retention purposes. 	Ongoing
<ul style="list-style-type: none"> ● Review the Teachers of Color mentor program <ul style="list-style-type: none"> ○ Collect, analyze, and interpret data that explores program success. ○ Measure return on investment through satisfaction surveys, anecdotal information and retention data. ○ Create baseline expectation/needs survey (2019; 2020) 	Ongoing
Goal(s): Re-engineer Metrics Framework to Fit with New Human Resources Management System (HRMS)	
<ul style="list-style-type: none"> ● Analyze new HRMS software and develop implementation plan for administration and training. 	Spring 2019
<ul style="list-style-type: none"> ● Determine if there is a means to integrate data into our metrics framework. 	Spring 2019
<ul style="list-style-type: none"> ● Develop a reporting system for hiring managers for workforce diversity goal setting, monitoring, and attainment. 	Spring 2019

Scope

Think through the scope to help define the boundaries for the team. The scope sets parameters and helps the team leader(s) easily identify tasks that are outside of the scope, minimizing scope creep. constraints and assumptions. What can change? What cannot change?

Can Change

- Budget capacity
- Workforce availability
- Hiring practices and guidelines
- Future School Board priorities
- Societal climate
- Vacancies
- Staff racial consciousness

Cannot Change

- Commitment to closing the racial achievement gap
- Commitment to developing a diverse workforce that meets the needs of students
- Licensure requirements and related compliance
- Commitment to having a racially inclusive climate

Communication and Reporting Plan

Define how the team will communicate progress. Who is the team accountable to? How often will you communicate to this person/team? Describe the audience (e.g., cabinet, learning leaders, school board, etc.) and method you will use to keep others informed. To whom and how often?

- The team is accountable to the school board and to our superintendent
- The audience includes cabinet, school board, core planning team, community leaders, hiring managers, priority result team
- Periodic updates, presentation at School Board work session, management exchange, core planning team

Supporting Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

- Individuals to volunteer to represent the district at job fairs and community events;
- Individual staff of color to participate in focus groups and affinity groups;
- Hiring managers to serve on interview teams for pool development;
- Increase in advertising and travel budget; and
- Principal willingness to offer Exploring the Teaching Profession course for prospective teachers.

Sub-teams *Identify sub-teams, if any.*

- Retention (Kathie & Dante)
- Metrics and Goal Setting (Jeff, Lisa & Joel)
- Application, Screening and Selection (Laurel & Katie)
- Recruitment, Succession Planning and Career Ladder (Laurel, Joel, Katie, Kathie & Dante)
- Video Development and Branding/Marketing (Dante & Kathie)

Links *Consider other departments or strategic priorities that may have overlap with the team's work.*

Submitted by:

Laurel Anderson, Executive Director of Human Resources

Date presented to District Leadership Equity Team:

2018-19 Strategic Priority Team Charter

Instructions: Each Strategic Priority team will create a team charter to document the work plan, timeline, and desired outcomes for the team. The Strategic Priority Team leader(s) will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader makes a copy of the template in Google Docs, renames the document and completes the team charter template and sends an e-mail to the superintendent. Completed team charters are due November 15, 2018.

Strategic priority:

Middle schools will continue to engage in site-specific, ongoing assessment for program improvement focused on the 16 characteristics of effective middle schools as defined by the Association for Middle Level Education (AMLE).

Strategy alignment:

We will create transformational system change to ensure equitable student achievement.

CLEAR Model alignment:

Our work is directly aligned with all pieces of the CLEAR model; the data we yield, and the analysis thereof, directly relates to the delivery of our middle school instructional model around interdisciplinary teaming, collaboration, differentiation, and the focus on advisory. Within each of those areas we are intentional about the work focusing on Cultural (C), learning (L), Equitable (E), Achievement (A), and Responsive (R). In order for our work to positively impact student achievement, it must include each component of the CLEAR Model.

Team lead(s):

Kelli Parpart and Jeremy Willey

Team members/participants: List team members being intentional about the racial composition of the group

Kim Monette

Megan Havelak

Liz Johnson

Brianna Barhorst

Beth Cashman

Lisa Hartman

Sara Looby

Mike Herdan

Caleb Willis

Jody Kinneberg

Diana Bledsoe

Alex Berg

Kelly Armstrong

Wahlied Hassan

Thomas McLaughlin

Brian Chance

Laura Ringen

Wendy Hvidsten

Joel Vagle

Michelle Krelic

Jill Kind

Godfrey Edaferierhi

June Mattson

Kari Vollrath

Shelly Drake

Jenny Tollefson

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

We will specifically ask schools to isolate race at their action planning time at each meeting. This will include analyzing their survey results through an equity lens and developing their action planning steps with the CLEAR Model as a guide.

How will you engage members of the department of educational equity to support your work?

We do not intend to invite equity department members to our meetings. However, we will consult with the Director of Educational Equity and others when specific questions/needs arise.

Work plan and timeline

Outline team goals, deliverables and due dates.

Goals: Outline team goals below.

1. Data is used to engage in site-specific programming to develop school improvement and site-level professional development plans.

Deliverables: Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.	Due Dates
The Association for Middle Level Education (AMLE) School Improvement Assessment Survey will be completed by staff at each of the four middle schools.	October 2018
School reports generated from the assessment will be shared with leadership teams at each of the middle schools to determine what areas improved, what areas declined, what gaps exist, and overall impressions when comparing this year's data to last year's data.	October 2018
Action planning templates will be developed for each site highlighting areas for improvement and identified action planning steps sites will take to improve the fidelity of implementation of the middle school model.	October 2018 - March 2019
Professional development at each site will be planned to strengthen areas of middle school practice as determined by the assessment.	Ongoing

The *Summary of Progress* form and presentation for the Core Planning Team and/or School Board will be developed and delivered.

April 2019

Site-based workshops will be designed to meet the needs of specific school sites and/or programs.

June 2019

Success Criteria

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

AMLE School Improvement Assessment Survey data by area:

- Curriculum, Instruction, and Assessment (Characteristics 1, 2, 3, 4, 5);
- Leadership and Organization (Characteristics 6, 7, 8, 9, 10); and
- Culture and Community (Characteristics 11, 12, 13, 14, 15, 16).

Supporting Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

- AMLE School Improvement Assessment Survey results
- *This We Believe: Keys to Educating Young Adolescents*
- Middle level principals and their respective team members
- CIES coordinators

Scope

Think through the scope to help define the boundaries for the team. The scope sets parameters and helps the team leader(s) easily identify tasks that are outside of the scope, minimizing scope creep. constraints and assumptions. What can change? What cannot change?

Can Change

- Perceptions from stakeholders at the middle school level that are identified through the comprehensive analysis of the School Improvement Assessment survey at each site

Cannot Change

- Focus on essential practices of successful middle schools: interdisciplinary teaming, collaborative planning time, differentiated instruction, daily advisory, and out-of-school time programming

Sub-teams Identify sub-teams, if any.

Middle school site teams

Links Consider other departments or strategic priorities that may have overlap with the team's work.

All sites will engage in the use of culturally responsive instructional strategies; A systemwide plan will be implemented to engage and empower families to support their student(s); A systemwide plan will be developed to support excellent customer service; and, Employees will identify and respond to the influence of race and culture on learning.

Submitted by:

Kelli Parpart, Jeremy Willey

Date presented to District leadership Equity Team:

DRAFT 2018-19 Strategic Priority Team Charter

Instructions: Each Strategic Priority team will create a team charter to document the work plan, timeline, and desired outcomes for the team. The Strategic Priority Team leader(s) will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader completes the team charter template and submits it to the Superintendent.

Strategy:

We will create transformational system change to ensure equitable student achievement.

Priority:

At every elementary site, student outcomes and measurements of achievement will be aligned and pre-K will be integrated into all school processes.

CLEAR Model Alignment:



Develop a plan to create vertical alignment from Pre-K into Kindergarten. Alignment will include culturally responsive pedagogy which allows families and students to see the global community reflected in the culture of the school environment.



Collaborate to establish agreed upon pedagogy and teaching strategies to best meet the needs of Pre-K children; while also emphasizing play-based learning instruction.



Continue to build respectful school culture and climate that benefit Pre-K students so that our students' racial and ethnic diversity is valued and contributes to successful academic outcomes.



Develop a multi-dimensional plan to assess Kindergarten entry success criteria linked to Pre-K experience, acknowledging our students' assets and strengths.



Gather relevant data that informs future structures and systems for an equitable Pre-K experience.

Team leader(s):

Carrie Cabe, Angela Freese, and Patrick Smith

Team members/participants:

Robin Gunsolus

Sally Nault-Maurer

Kristy Johnson

Lisa Helgestad

Candace Larson

Sherron Taylor

Gretchen Dullinger

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

We will have open and transparent conversations about race. We will continue to have conversations about access and opportunities for students throughout our district to ensure student achievement for all. Utilize system equity tools keeping race at the center of our work

How will you engage members of the department of educational equity to support your work?

Ensure we have an equity team member to be a part of the process and work.

Success Criteria

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

2018-19:

- All students participating in a 4YO program will be reflected in our data.
- We would have an audit of current K orientation practices by site.
- End of year PreK success criteria has been determined.
- Develop and share list of PreK best teaching practices and explore coaching models.
- Identify or create a comprehensive data system that archives our PreK student data.

Work Plan

Deliverables: *Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.*

Due Date

- | | |
|---|------------|
| • Identify practices and options around orienting students for Kindergarten before the first day of school. Audit what is currently happening at each site and seek input from building administration. | June, 2019 |
| • Determine agreed-upon administrative oversight around Pre-K student assessment and data. | June, 2019 |
| • Establish Kindergarten success criteria to better prepare our Pre-K students for Kindergarten. | June, 2019 |
| • Determine a common instructional philosophy that supports a PreK pedagogy and practices to be implemented across program sites. | June, 2019 |
| • Create a comprehensive data system that monitors PreK student development. | June, 2019 |

Scope

Think through the scope to help define the boundaries for the team. The scope sets parameters and helps the team leader(s) easily identify tasks that are outside of the scope, minimizing scope creep. constraints and assumptions. What can change? What cannot change?

Can Change

- System data collection process
- Inconsistencies around success criteria for PreK students
- Understanding of priority statement

Cannot Change

- State funding streams and statutes
- Commitment to equitable student achievement
- Priority statement

Supporting Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

Sub-teams *Identify sub-teams, if any.*

Links *Consider other departments or strategic priorities that may have overlap with the team's work.*

Submitted by: Patrick Smith, Carrie Cabe, and Angela Freese

Date presented to District leadership Equity Team:

11/19/2018

2018-19 Strategic Priority Team Charter

Instructions: Each Strategic Priority team will create a team charter to document the work plan, timeline, and desired outcomes for the team. The Strategic Priority Team leader(s) will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader makes a copy of the template in googledocs, renames the document and completes the team charter template and sends an e-mail to the superintendent. Complete team charters are due November 15, 2018.

Strategic priority:

A systemwide plan will be developed to support excellent customer service.

Strategy alignment:

We will develop understanding and support of our district's mission and core values among members of our community.

CLEAR Model alignment:

With a focus on staff as learners, we see alignment here:

Cultural

Learning (staff learning the standards and also learning from their customers)

Equitable

Achievement

Responsive (focus on relationships)

Team lead(s):

Kelly Benusa, Kathie Eiland-Madison, Barb Olson

Team members/participants: List team members being intentional about the racial composition of the group

Kelly Benusa

Kathie Eiland-Madison

Barb Olson

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

We will isolate race in our discussions and ensure that the customer service plan continues to be aligned with our system's racial equity work.

How will you engage members of the department of educational equity to support your work?

We will seek advice and support as needed, particularly related to getting feedback on the training program.

Work plan and timeline

Outline team goals, deliverables and due dates.

Goals: Outline team goals below.

1. Finalize training and its delivery model.
2. Embed customer service language in job descriptions and in performance evaluations for relevant frontline staff.
3. Identify potential support resources.

Deliverables: Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.

Due Dates

All components of the training program will be completed.

2/1/19

Customer service language will be embedded in job descriptions and performance evaluations for relevant frontline staff.

5/1/19

In consultation with AESP and ESP leadership, resources will be identified for supervisors and others to assist frontline staff with customer service skill development.

5/1/19

Success Criteria

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

Evidence of support from union leadership as the team completes all deliverables on time.

Supporting Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

Volunteers to participate in videotaping (for training module); leadership support for access to agendas/time at secretary meetings.

Scope

Think through the scope to help define the boundaries for the team. The scope sets parameters and helps the team leader(s) easily identify tasks that are outside of the scope, minimizing scope creep. constraints and assumptions. What can change? What cannot change?

Can Change

- Defined standards may evolve over time to ensure greater clarity or realistic implementation.
- The delivery model may change over time due to resource availability and/or other factors.

Cannot Change

- Priority work statement
- Four-year basic plan outlined by the 2015-2016 customer service task force

Sub-teams Identify sub-teams, if any.

Links Consider other departments or strategic priorities that may have overlap with the team's work.

Submitted by:

Kelly Benusa, Kathie Eiland-Madison, Barb Olson

Date presented to District leadership Equity Team:

10/8/18; updated 11/19/18

2018-19 Priority Result Team Charter

Instructions: Each priority result team will create a team charter to document the goal(s), work plan, timeline, and desired outcomes for the team. The Priority Result Team leader will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader should document the decisions using this team charter template and submit it to the superintendent.

Result statement

All sites will engage in the use of culturally responsive instructional strategies.

Strategy alignment

We will create transformational system change to ensure equitable student achievement.

CLEAR Model alignment



Cultural: The cultural component of the CLEAR model will be accomplished through guiding teachers through specific parts of the EFT such as the circle map activity and the taxonomy.



Learning: The learning component of the CLEAR model will be accomplished through the instructional mediation collaboration with NUA. Through mediation, teachers will learn how to operate a culturally responsive lesson that allows for learning to happen at different points in time.



Equity: Through CLEAR/NUA collaborations, Equity Team Boosters, and CLEAR lesson planning teachers will learn how to create and maintain lessons and strategies that center students racial and cultural identities.



Achievement: Through CLEAR/NUA Instructional Mediation and CLEAR/NUA collaboration teachers will learn culturally responsive assessment strategies that create new processes of assessment depending on subject matter and grade level.



Responsive: Through the EFT modules, CLEAR/NUA Instructional Mediation, and CLEAR/NUA collaboration teachers will get hands on experience on what it means to create vigorous learning experiences and lessons that allow the real world experiences of students to be centered.

Team lead(s)

Jill Lesne, Jeremy Willey, Rev Hillstrom, Patrick Smith

Team members

List the members of the team being intentional about the racial composition of the group.

- Kelli Parpart
- Steve Flisk
- Kate Emmons
- Angie Freese
- Sara Vernig

* We will engage system stakeholders (site leaders, department leaders, parents/families, students) throughout the process.

Work plan and timeline

Identify team goals, deliverables and due dates. Outline the team's goals and major deliverables.

Goal(s):

- Support a framework for culturally responsive instruction.
- Support an integrated approach for delivery of our work.
- Collaborate with National Urban Alliance to implement the C.L.E.A.R. model and high operational instructional practices.

Deliverable	Approximate Due Date
NUA Cohort Training (six elementary sites): professional development will include culturally responsive instructional strategy teaching, modeling, coaching, and observation.	May, 2019
Instructional Mediator Training (50 teacher leaders): coaches will learn to exhibit their instructional leadership by sustaining the successes of improved school climate and High Intellectual Performances through the use of the NUA High Operational Practices and philosophies outlined in the "Pedagogy of Confidence".	Sept. 14, 2018 Nov. 16, 2018 Jan. 18, 2019 Mar. 15, 2019
C.L.E.A.R./NUA Collaboration: professional development design and implementation planning. NUA and District staff will collaborate, design, and plan sessions to ensure that the transformational work continues to address the issues of race and culture on teaching and learning.	February 21, 2019
Leadership Development: team will provide leadership development at Learning Leader meetings regarding C.L.E.A.R.	September 20, 2018 October 25, 2018 November 15, 2018 December 13, 2018

	January 24, 2019 February 21, 2019 March 8, 2019 April 18, 2019 May 16, 2019
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Success Criteria

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

- Increased capacity of coaches to help facilitate culturally responsive instructional practice professional development at sites.
- Teachers and administrators are using culturally responsive teaching and administrative practices (Equity Foundational Tools are present/used within each school).
- Cross-department collaboration has been used to develop system level and site level professional development on culturally responsive instructional practices.
- Specific culturally responsive instructional strategies have been determined to support the tenants of the CLEAR model.

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

- We are focusing on race and culture in the use of the C.L.E.A.R. model and culturally responsive instructional strategies. We are looking to increase capacity $[(K + S) \times W = C]$ for the use of culturally responsive administrative and teaching practices to help accelerating learning for students of color and other marginalized groups of students.

Engage equity team

How will you engage members of the department of educational equity to support your work?

- The DOEE staff will help support and deliver the C.L.E.A.R model and other culturally responsive practices at the building level.

Reporting and communication

Who is the team accountable to? How often will you communicate to this person/team?

Describe the audience (e.g., cabinet, learning leaders, school board, etc.) and method you will use to keep others informed. To whom and how often?

- The team is accountable to the superintendent, priority results leadership team, and the core planning team.
- We will communicate the progress of our work at every priority result leadership team meeting (cabinet and directors).

Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

- We will need to get feedback from leaders, teachers, and staff who attend any of the professional development offered this school year.
- We will need to identify financial resources to support professional development on the components of the C.L.E.A.R. model and culturally responsive instructional practices to continue the work we started this school year.

Scope

Define the boundaries, constraints and assumptions. What can change? What cannot change?

Can Change

- The current model for Summer Institute could be changed moving forward.
- Accountability measures could be developed to measure the effectiveness of the professional learning offered.
- Additional/fewer sites could be identified for cohort participation.

Cannot Change

- The C.L.E.A.R model and culturally responsive instructional strategies will be utilized in classrooms with students.
- CIES, DOEE, SS, & RAA will continue to collaborate to support culturally responsive instructional practices and related learning.

Sub-teams

Identify sub-teams if needed

- Leaders (solicit input on the C.L.E.A.R. model and culturally responsive instructional strategies being taught).
- DLTL Departments [CIES, DOEE, SS, RAA] (solicit input on the C.L.E.A.R. model and culturally responsive instructional strategies being taught).
- Participants of trainings being offered (solicit input on the C.L.E.A.R. model and culturally responsive instructional strategies being taught).
- Students at cohort sites (experience in classrooms where culturally responsive instructional strategies were being implemented).

Links to Other priority result teams

- District uses a comprehensive system to measure and report progress on equitable gains and to plan for continuous improvement. Employees identify and respond to the influence of race and culture on learning. A plan has been developed to expand the use of instructional technology and digital learning to promote equitable student achievement.

Submitted by: Jill Lesne, Rev Hillstrom, Jeremy Willey, and Patrick Smith

Date presented to priority result leadership team: 11/19/2018

2018-19 Strategic Priority Team Charter

Instructions: Each Strategic Priority team will create a team charter to document the work plan, timeline, and desired outcomes for the team. The Strategic Priority Team leader(s) will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader makes a copy of the template in googledocs, renames the document and completes the team charter template and sends an e-mail to the superintendent. Complete team charters are due November 15, 2018.

Strategic priority:

Implementation of the Enrollment and Capacity Management Framework will lead to increased community trust in the school district through engagement in long-range planning for enrollment and building use.

Strategy alignment:

We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

CLEAR Model alignment:

ECMAC consists of community member volunteers and employee of the district that reflect the diverse demographics of the families and community members served by Osseo Area Schools. This provides a wide range of perspectives in the work.

Team lead(s):

Patricia Magnuson, Dale Carlstrom and Troy Schreifels

Team members/participants: List team members being intentional about the racial composition of the group

Community Members	
Adams	Thomas
Allen	Tonya
Allison	Linette
Barnes	Isolise
Bloom	Julie

Carter	Susan
Casas-Forero	Johanna
Chambers	Victoria
Cheng	Daniel
Dostal	David
Dutta	Sujata
Foh	Bernadette
Garcia III	Raul
Garcia-Flores	Magali
Gauthier	Henri
Hasse	Erik
Hayat	Aslam
Jackson	Darius
Kaster	Nick
Kudla	Kelly
Kuhlmann	Kendra
Lehman	Jessica
McConnell	Jennifer
Nagel	Chris
Oyederu	Kehinde
Peterson	Fatuma
Ray	Damon
Somero	Chris
Taynton	Christian
Vasquez-Banerjee	Anna
Wallgren	Sloan
Xiong	Peter
Yang	Jenny
Staff Members	

Cabe	Carrie
Carlstrom	Dale
Edwards	Gerald
Flisk	Steve
Irmiter	BJ
Magnuson	Patricia
Martini	Nick
Moe	Robin
Olson	Barb
Olson	Christian
Schreifels	Troy
Wilson	Kelly
School Board Members	
Burgett	Jim
Ostafte	Mike
Industry Experts	
Schoen	Lynae
McNeilan	Shawn

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

Our Guiding Principles require that all ECMAC work aligns with racial equity work.

Observations and recommendations will:

- Ø Be concise and informed by data
- Ø Align with district racial equity work
- Ø Be sustainable
- Ø Identify and examine the implications for all students
- Ø Identify potential costs and consider funding strategies
- Ø Be made with as much advance notice as possible when change is recommended

How will you engage members of the department of educational equity to support your work?

We would welcome a department member to join the ECMAC team.

Work plan and timeline Outline team goals, deliverables and due dates.

Goals: Outline team goals below.

1. The purpose of the Enrollment and Capacity Management Advisory Committee (ECMAC) is to increase community trust in long-range planning for enrollment and building use. The ECMAC will analyze information affecting enrollment, capacity, and building use, and generate observations and recommendations to be communicated to district administration.

Deliverables: Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.

Due Dates

Recommendation for short-term capacity solution to school board

March 2019

FY 2019 Summary of Progress Report

May 2019

Success Criteria

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

Board receives recommendation, ECMAC supports the recommendation, community provides feedback regarding the recommendation.

Supporting Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

Superintendent, Cabinet, ECMAC, School Board

Scope

Think through the scope to help define the boundaries for the team. The scope sets parameters and helps the team leader(s) easily identify tasks that are outside of the scope, minimizing scope creep. constraints and assumptions. What can change? What cannot change?

Sub-teams

Identify sub-teams, if any.

ECMAC Attendance Area Team
Instructional Spaces Study Group

Links

Consider other departments or strategic priorities that may have overlap with the team's work.

Submitted by:

Patricia Magnuson

Date presented to District leadership Equity Team:

2018-19 Strategic Priority Team Charter

Instructions: Each Strategic Priority team will create a team charter to document the work plan, timeline, and desired outcomes for the team. The Strategic Priority Team leader(s) will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader completes the team charter template and submits it to the Superintendent.

Strategy:

We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

Priority:

Employees identify and respond to the influence of race and culture learning.

CLEAR Model Alignment:



Cultural: The cultural component of the CLEAR model will be accomplished through EFT sections such as: Cultural Frame of Reference, Implicit Bias, What Will Your Hands Do, and the Racially Taxonomy



Learning: Through the CLEAR/NUA collaboration and the CLEAR/NUA Instructional Mediation teachers will get hands on experience of creating CLEAR/NUA Lesson plans and implementing them in classroom instruction. The strategies they learn will allow the L in the CLEAR model to operate in its complete capacity.



Equitable: Through the EFT, Equity Team Boosters, and CLEAR solutions framework teachers will set and begin to develop an equity consciousness. They will gain the knowledge and skills to be able to situate students racial, ethnic, and cultural identities in learning. The CLEAR Solutions Framework will ensure that the consciousness that teachers develop is more than words and can lead to critical, equitable action.



Assessment: Through the CLEAR/NUA collaboration and the CLEAR/NUA Instructional Mediation teachers will learn a multitude of formative and summative assessment strategies that ensure student choice and attainment at different points in time.



Responsive: Through hands on experience with the CLEAR/NUA collaborations followed by implementation and reflection of the CLEAR Solutions Framework teachers will be able create racially and culturally responsive environments in their classrooms. Through CLEAR elements

and NUA strategies, teachers will be able to consistently reflect and change their practice so that their spaces remain responsive to the changing needs of students.

Team leader(s):

Rev Hillstrom and Patrick Smith

Team members/participants:

Noah Simms

Josh Fuchs

Sherron Taylor

Suzane Samaha

Hannah Storm

Jesus Ramirez

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

We will isolate race through demographic data and the use of the district's Equity Foundation protocol.

Data reflection will disaggregate participants by race and all trainings will be consistently held in the Equity Foundation protocol.

How will you engage members of the department of educational equity to support your work?

All DOEE equity teachers are part of this priority result team. We will consciously involve members based upon their unique racial identity and professional skill sets to help address key learning opportunities through our departments Situational Adaptive Leadership approach.

Success Criteria

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

- Equipping six school cohorts with CLEAR/NUA strategies
- Building internal CLEAR/NUA instructional mediators
- Survey data that will measure levels of staff consciousness, conviction and commitment.

The expectations would be that through these efforts we would see an increase in our capacity to identify and respond to the influence of race and culture on learning $[(K + S) \times W = C]$. The EFT protocols help create awareness of the role and presence of systemic racism in our system and begin to recognize that we are the system.

Work Plan

Deliverables: <i>Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.</i>	Due Date
Equity Foundation Training	June 30, 2019
CLEAR/NUA collaboration	multiple dates
DLET	9/24/18 11/19/18 2/11/19 3/18/19 4/8/19
Equity Team Boosters	October 2 & 3 February 27 & 28
CLEAR Model & CLEAR Solutions Framework	multiple dates

Scope

Think through the scope to help define the boundaries for the team. The scope sets parameters and helps the team leader(s) easily identify tasks that are outside of the scope, minimizing scope creep. constraints and assumptions. What can change? What cannot change?

Can Change

- To do this we must first start with the work around the three C's of change (consciousness, conviction, commitment). This will help us systematically assess our current levels of capacity. From there we can create a differentiated support model.

Cannot Change

- I am left wondering what this might look like and why they cannot change if they are ineffective or are believed to be perpetuating systemic racism?

Communication and Reporting Plan

Define how the team will communicate progress. Who is the team accountable to? How often will you communicate to this person/team? Describe the audience (e.g., cabinet, learning leaders, school board, etc.) and method you will use to keep others informed. To whom and how often?

This priority result shows up in our daily responsibilities and thus part of our job expectations which are compliant with policy 101.

- As leaders, we meet regularly with the Superintendent and DLT leadership, while also providing updates and reports to other members, agencies or entities as directed.

Supporting Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

We will need to work in collaboration with members from the other priority results teams listed below to ensure we are not operating in a silo and that we are gaining multiple perspectives and best understanding the need of our district. This priority result could play a significant role in other results and may need to be guided by outside sources on how to best be of services to other departments and result teams to help them achieve the priority results they are responsible for.

Sub-teams *Identify sub-teams, if any.*

At this time no sub-teams have been identified.

Links *Consider other departments or strategic priorities that may have overlap with the team's work.*

- The school district has developed and engaged in the use of culturally responsive instructional strategies to ensure high levels of learning for each student.
- At every elementary site, student outcomes and measurements of achievement are aligned and PreK is integrated into all school processes.
- All sites have implemented research-based positive behavior intervention practices that promote equitable student achievement.
- Strategies have been implemented to interrupt the disproportionate representation of Black students in special education.
- The school district has expanded blended learning opportunities for educators and students and increased the skills of educators to use digital tools to promote student learning.
- The middle school model, including interdisciplinary teams, advisory, differentiated instruction, and out-of-school time programming, has been strengthened by measurement of proven middle level practices and specific action for improvement.

Submitted by:

Rev Hillstrom, Patrick Smith

Date presented to District leadership Equity Team:

11/19/2018

EL 2018-2019 Priority Result Team Charter

Instructions: Each priority result team will create a team charter to document the goal(s), work plan, timeline, and desired outcomes for the team. The Priority Result Team leader will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader should document the decisions using this team charter template and submit it to the superintendent.

Result statement

- All sites will implement best practices for multilingual learners (English learners).

Strategy:

- Create transformational system change to ensure equitable student achievement.

Priority:

- All sites implement best practices for multilingual learners (English learners).



Cultural: The cultural component of the CLEAR model will be accomplished through EFT sections such as: Cultural Frame of Reference, Implicit Bias, What Will Your Hands Do, and the Racially Taxonomy



Learning: Through the CLEAR/NUA collaboration and the CLEAR/NUA Instructional Mediation teachers will get hands on experience of creating CLEAR/NUA Lesson plans and implementing them in classroom instruction. The strategies they learn will allow the L in the CLEAR model to operate in its complete capacity.



Equitable: Through the EFT, Equity Team Boosters, and CLEAR solutions framework teachers will set and begin to develop an equity consciousness. They will gain the knowledge and skills to be able to situate students racial, ethnic, and cultural identities in learning. The CLEAR Solutions Framework will ensure that the consciousness that teachers develop is more than words and can lead to critical, equitable action.



Through: Through the CLEAR/NUA collaboration and the CLEAR/NUA Instructional Mediation teachers will learn a multitude of formative and summative assessment strategies that ensure student choice and attainment at different points in time.



Responsive: Through hands on experience with the CLEAR/NUA collaborations followed by implementation and reflection of the CLEAR Solutions Framework teachers will be able create racially and culturally responsive environments in their classrooms. Through CLEAR elements and NUA strategies, teachers will be able to consistently reflect and change their practice so that their spaces remain responsive to the changing needs of students.

CLEAR Model Alignment:

- Students at the center
- Culturally relevant learning and teaching practices

Team leader(s):

Rev Hillstrom

Angie Freese

Team members:

List the members of the team being intentional about the racial composition of the group.

- Kiersten Nicholson
- Susan Samaha
- Jesus Ramirez
- Michelle Munkholm

Work plan and timeline

Identify team goals, deliverables and due dates. Outline the team's goals and major deliverables.

Goal(s):

- Research and develop best practices for multilingual learners (English learners) in the area of dual language programming.
- Implement best practices for multilingual learners (English learners).
- Develop accountability measures using CLEAR Model/CLEAR Solutions Framework to monitor fidelity and impact of best practices implementation.
- Continue to raise consciousness, measure conviction, and align commitments that change mindsets related to an asset-based model for multilingual learners.

Research and design best practice staffing model for the EL Program.

Deliverable	Approximate Due Date
Provide language support for multilingual families through hiring additional Bilingual Assistants.	August 2018
Make recommendations for native language programming, specifically dual language immersion.	June 2019
Raise consciousness around language acquisition and	June 2019

translanguaging.	
Research and develop professional development around multilingual (English learner) academic language development.	June 2019
Pilot accountability measures using CLEAR Model/CLEAR Solutions Framework to monitor fidelity and impact of best practices implementation.	June 2019
Pilot E3 tools (ESAT, EIT, EET) with secondary EL teachers to inform instructional practices.	June 2019
Complete a needs assessment that includes data related to language and content proficiency and growth as well as perception data.	June 2019
Make recommendations for designing a best practice staffing model for the EL Program.	June 2019

Success Criteria

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

- Team will be able to identify dual-language programming and services that will enable the district to transform its systemic processes around multilingual learners/English learners.
- Create accountability measures incorporating the CLEAR Model/CLEAR Solutions Framework for the district to ensure priority result recommendations are implemented with fidelity.
- District will be informed of needs and best practices for multilingual learners through hearing multiple perspectives and counter narratives of multilingual learners and families.
- Use the CLEAR Solutions Framework to identify capacity with the 3 Cs of Change to measure change in mindsets related to an asset-based model for multilingual learners.
- Make recommendations around designing a best practice staffing model for the EL Program.

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

- We will isolate race through demographic data and the use of the district's Equity Foundation protocol.
- Data reflection will disaggregate participants by race and language, where possible, and all trainings will consistently be held in the Equity Foundation protocol.

Engage equity team

How will you engage members of the department of educational equity to support your work?

- As the director of the department I will consciously involve members based upon their unique racial identity and professional skill sets to help address key learning opportunities through our department's Situational Adaptive Leadership approach.

Reporting and communication

Who is the team accountable to? How often will you communicate to this person/team?

Describe the audience (e.g., cabinet, learning leaders, school board, etc.) and method you will use to keep others informed. To whom and how often?

- This priority result shows up in my daily responsibilities and thus part of my job duty expectations, which are under the supervision of Patrick Smith.
- As the Director of DOEE, I meet regularly with the Superintendent, the DLT Assistant Superintendents and as directed by leadership I will provide updates and reports to other members, agencies or entities.

Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

- Investigate resources/products available from vendors and organizations that support multilingual learners: i.e. World Savvy, GLAD, WIDA, Thinking Maps, NUA, etc.
- Research effective instructional and organizational/implementation practices for multilingual learners employed by other school districts locally and nationally, particularly in the area of dual-language programming
- CLEAR Model
- CLEAR Solutions Framework
- Critical Race Theory

Scope

Define the boundaries, constraints and assumptions. What can change? What cannot change?

Can Change

- Administrative and instructional practices for multilingual learners

- **Data analysis for multilingual learners**

Cannot Change

- **I am left wondering what this might look like and why they cannot change if they are ineffective or are believed to be perpetuating systemic racism?**

Sub-teams

Identify sub-teams if needed

- **No sub-teams identified at this time.**

Links to Other priority result teams

- **A system-wide plan will be developed to engage and empower families to support their student(s).**
- **Employees will identify and respond to the influence of race and culture on learning**
- **All sites will engage in the use of culturally responsive instructional strategies.**

Submitted by: Rev Hillstrom

Date presented to priority result leadership team: 11/19/2018

2018-19 Strategic Priority Team Charter

Instructions: Each Strategic Priority team will create a team charter to document the work plan, timeline, and desired outcomes for the team. The Strategic Priority Team leader(s) will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader makes a copy of the template in google docs, renames the document and completes the team charter template and sends an e-mail to the superintendent. Complete team charters are due November 15, 2018.

Strategic priority:

Students will experience learning that is personalized (in path, place, and pace) through strengthening teaching and learning practices that support student success in the digital age.

Strategy alignment:

We will create transformational system change to ensure equitable student achievement.

CLEAR Model alignment:

Our work aligns with each aspect of the CLEAR model. The implementation of the revised #dl4a model is focused on teaching and learning practices utilizing technology as a resources to bring in relevant and meaningful instruction into the classroom. Instructional practice emphasis student voice and choice in the learning process that is responsive to the individual needs of each student.

Team lead(s):

Anthony Padrnos; Executive Director of Technology
Steve Flisk; Assistant Superintendent

Team members/participants: List team members being intentional about the racial composition of the group

Andi Bodeau	Tom Brandt	Godfrey Edaferierhi
Tom Watkins	Melissa Sanchez	Marie Lundt
Lisa Sjogren	Jay Durbin	

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

As we evaluate instructional practice related to digital learning and the technological resources to support them we will consider the the role that race and culture within our district plays for access and engagement. We will intentionally bring in strategies that will support our work with responding to the influence of race and culture within our organization.

How will you engage members of the department of educational equity to support your work?

As we continue the work of the revised #dl4a plan we will consult as necessary with the equity team to ensure alignment with our racial and cultural awareness work within our organization specific to digital learning and access to resources.

Work plan and timeline

Outline team goals, deliverables and due dates.

Goals: Outline team goals below.

1. Determine refresh technology to support the middle school level

Deliverables: Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.

Due Dates

Conduct mobile learning device pilot

12/31/18

Create budget for MS mobile learning device refresh

11/29/18

Select mobile learning device model

1/31/19

Conduct RFP for mobile learning device

2/20/19

Receive mobile learning device for MS

7/1/19

2. Develop measurement tool/ metrics/ portfolio to measure impact of #DL4A plan

Deliverables: Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.

Due Dates

Define measurement metrics

1/31/19

Develop measurement tool

3/1/19

Collect data	5/1/19
Package and present data	6/1/19

3. Develop Elementary Pilot

Deliverables: Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.	Due Dates
Determine pilot technology needs	11/27/18
Budget for pilot technology	11/27/18
Develop pilot process	4/1/19
Meeting with elementary leaders on pilot process	5/1/19
Receive pilot technology	7/1/19

4. Develop Middle School Launch/ Training plan

Deliverables: Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.	Due Dates
Develop training dates	2/28/19
Determine/ revise/ develop training materials	4/30/19
Communicate training plan to MS staff and leaders	4/30/19
Kick-off #DL4A with middle school staff	5/31/19

5. Implement Revised #DL4A Plan phase 1 focus at High School

Deliverables: Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.	Due Dates
Initial Teacher Training	August 2018

Learning Leader Development (4X throughout the school year)	June 2019
High School System Staff Development (3X through the school year)	June 2019
Highschool Digital Learning Walks (monthly through the school year)	June 2019
Assess the implementation at the high school level	May 2019

Success Criteria

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

The success of our goals will be measured by the end products developed (Elementary pilot plan, Middle School Device Selection, and Middle School Launch Plan) and the data collected through our identified measurement metrics and tool.

Supporting Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

We will need consultation with SpEd, ELL, Equity, Building Leadership as we develop implementation and training for the Middle School next year. As well as ongoing evaluation of revised #dl4a plan.

Scope

Think through the scope to help define the boundaries for the team. The scope sets parameters and helps the team leader(s) easily identify tasks that are outside of the scope, minimizing scope creep. constraints and assumptions. What can change? What cannot change?

The larger project is defined by the revised #dl4a plan. The scope of this years work is contained and defined through the goals outlined for this years work.

Sub-teams

Identify sub-teams, if any.

Assessment/ Metrics Team: Andi Bodeau & Tom Brandt

Links

Consider other departments or strategic priorities that may have overlap with the team's work.

Submitted by:

Anthony Padnos

Date presented to District leadership Equity Team:

2018-2019 Priority Result Team Charter

Instructions: Each priority result team will create a team charter to document the goal(s), work plan, timeline, and desired outcomes for the team. The Priority Result Team leader will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader should document the decisions using this team charter template and submit it to the superintendent.

Result statement

All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

Strategy alignment

We will create transformational system change to ensure equitable student achievement.

Equity pillar alignment

Students at the center

Culturally relevant teaching and learning

Equity leadership development

Team lead(s)

Kate Emmons, Jill Lesné, Sara Vernig, Tim Palmatier

Team members

List the members of the team being intentional about the racial composition of the group.

Robert	Alm	OALC
Maria	Anderson	Zanewood
Aaron	Barnes	MDE
Alex	Berg	North View Middle
Kim	Berling	Park Center Senior
Kelly	Booth	Crest View
Jeremy	Carel	Elm Creek
Janet	Christensen	MDE
Keisha	Davis	Birch Grove
Gretchen	Dullinger	ECFE
Troy	Dvorak	Palmer Lake
Kate	Emmons	ESC
Betsy	Fine	Weaver Lake
Amy	Fouquette	Fernbrook
Cedric	Fuller	Maple Grove Middle
Eric	Goplin	Brooklyn Middle
Eric	Hansen	ECFE

Danny	Hernandez	Maple Grove Senior
Becky	Hespen	EMO
Rebecca	Jackson	MDE
Ronnie	King	Osseo Senior
Alana	Kirk	Elm Creek
Eric	Kloos	MDE
Gwen	Krutzig	Rush Creek
Janell	Leisen	Maple Grove Senior
Jill	Lesné	ESC
Shannon	Lund	Enrollment Center
Rachel	Lund	Garden City
Alex	Migambi	MDE
Crista	Murphy	ECSE
Julie	Nelson	Brooklyn Middle
Dan	Nelson	Park Brook
Beth	Ness	Elm Creek
Tim	Palmatier	ESC
Amy	Paton	Basswood
Michelle	Peterson	Osseo Senior
Laura	Ringen	Osseo Middle
Leona	Santillan	Cedar Island
Noah	Sims	ESC
Alia	Sutor	Edinbrook
Brian	Thul	Fair Oaks
Brenda	Tollas	Woodland
Melissa	Uecker	Elm Creek
Sara	Vernig	ESC
Beth	Vos	Osseo Education Center
Alex	Wallner	Rice Lake
Dave	Warner	Oak View
Stephanie	Webster	Oak View
Kelly	Wilson	EMO
Jeff	Zastrow	Fernbrook

Work plan and timeline

Identify team goals, deliverables and due dates. Outline the team's goals and major deliverables.

Goal(s): 1) Sites will have incorporated Tier 2 interventions that include the use of trauma-informed and restorative practices. They will include student choice and perspective when selecting the best intervention and/or strategy.

2) Sites will increase the use of Tier I community building practices that support each student in order to build connections and foster positive relationships within the school community.

3) Sites will increase consciousness, conviction and commitment of staff, students, and families that promote strong, positive relationships.

Deliverable	Approximate Due Date
All sites will implement core components of PBIS with fidelity.	May 2019
All sites will develop strategies to de-escalate student behavior.	May 2019
All sites will have a minimum of 2 staff trained on trauma informed practices.	August 2019
All sites will have a minimum of 2 staff trained on restorative practices.	August 2019

Success Criteria

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

Each school will send a minimum of one representative to the 5 district meetings. Each site will conduct a Tiered Fidelity Inventory in fall and spring to determine fidelity of implementation. Results of TFI will be compared to prior year. Sites will conduct the TFI for Tier 2 this year and this data will be a baseline for the future.

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

For each meeting this year, Sara, Jill and Kate will use the protocol to embed culture and race in the work of this priority result.

Engage equity team

How will you engage members of the department of educational equity to support your work?

Equity department team members will participate in the priority results district meetings to provide a needed perspective.

Reporting and communication

Who is the team accountable to? How often will you communicate to this person/team? Describe the audience (e.g., cabinet, learning leaders, school board, etc.) and method you will use to keep others informed. To whom and how often?

- Annual report to the School Board
- DLTL Directors meetings
- Learning Leader meetings with all principals
- Annual report to Core Planning Team
- MDE oversight on discipline data
- Report to MDE TFI data

Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

- Access to funds for training on an annual basis
- Annual SWIS subscription

Scope

Define the boundaries, constraints and assumptions. What can change? What cannot change?

Can Change

- Inclusion of student and parent voice
- Increasing opportunities for students to self-regulate behavior through effective teaching strategies.

Cannot Change

- Core components of PBIS
- Expectation that all students can achieve

Sub-teams

Identify sub-teams if needed

- none

Links to Other priority result teams

- [List name of team, contact person from team, and who on your team is the liaison to that person]

Submitted by: Kate Emmons, Sara Vernig, Jill Lesne, Tim Palmatier

Date presented to priority result leadership team: TBD

Attachment B
Training Agendas

Attachment B
Training
Agendas

Learning Leaders
September 20, 2018
ESC - Forum Room
7:30 - 11:30 a.m.: Secondary

Principal Growth and Evaluation
documents can be accessed at:
U:\ESC\DLTL\Principal Evaluation\
2018-19 Principal Growth and Evaluation

Purpose Leaders meet to coordinate action to accomplish the strategic objectives.

Protocols In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes Leaders will:

Safety and Security –

- understand Rapid Responder expectations for the school year (Drills and BCRT form);
- understand Rapid Responder pre-plan tactical meetings in October;
- be informed of MDE school safety grant submittals;
- learn of REMAC recruitment needs;
- be alerted to Risk Management site visits; and
- be aware of Risk Management's offer for trainings and presentations.

Bullying and Harassment –

- review and understand changes to School Board Policy 413 & 514.

Balanced Scorecard –

- review the new infographic for our mission, priority work and measure of success.

North Star Accountability –

- gain a deeper understanding of North Star accountability measures related to Progress toward English Language Proficiency, Special Education, and Academic Progress; and
- discuss potential strategies for the site improvement plan to increase achievement in these areas.

OSSEO AREA SCHOOLS
ISD 279

Principal Evaluation –

- Administrators will understand the changes and enhancements of the 2018-19 Principal Evaluation process.

Agenda

7:30	Welcome	Superintendent Riesgraf
7:35	Safety and Security	Troy Schreifels Dave Moredock
8:05	Bullying and Harassment	Sara Vernig Tim Palmatier
8:45	Balanced Scorecard	Angie Freese
9:15	BREAK	
9:25	North Star Accountability	Angie Freese
10:30	Principal Evaluation	Assistant Superintendents
11:15	Announcements	

Learning Leaders
October 25, 2018
ESC - Forum Room
7:30 a.m. – 10:45 a.m.: Secondary

Purpose Leaders meet to coordinate action to accomplish the strategic objectives.

Protocols In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes Leaders will:

MDE Tech Grants –

- be informed about innovation zone Districts
- develop capacity to support the #DL4A work

ESSA Updates –

- engage in assets-based professional conversation and strengthen trust through partnerships
- use system tools to identify desired mental models, systems and outcomes that result in equitable student achievement

Agenda

7:30	Welcome	Superintendent Bauck
8:15	MDE Tech Grants	Anthony Padrnos
9:00	Break	
9:10	ESSA Updates	Angie Freese
10:40	Announcements	
10:45	Adjourn	
10:45	Meet with OSH, PCSH and OALC	

Learning Leaders
November 15, 2018
ESC - Forum Room
7:30 a.m. – 11:30 a.m.: Secondary

Purpose Leaders meet to coordinate action to accomplish the strategic objectives.

Protocols In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes Leaders will:

Discipline Data Review –

- Review current MN Statutes regarding disciplinary procedures and examine district discipline data disaggregated by race, ethnicity, gender, and special education status.

Restorative Practices –

- Deepen their understanding of using restorative approaches when responding to behavior.

EL Rotations –

- raise consciousness and develop convictions to implement best practices for multilingual learners (MLLs).

Agenda

7:30	Welcome	Assistant Superintendents
7:40	Discipline Data Review	Tim Palmatier Sara Vernig
8:40	Restorative Practices	Jill Lesne
9:40	Break	
9:50	EL Rotations (3x30 min)	Kiersten Nicholson Michelle Munkholm Jesus Ramirez Susan Samaha
11:20	Announcements	Assistant Superintendents
11:30	Adjourn	

Learning Leaders
December 13, 2018
ESC - Forum Room
7:30 a.m. – 11:30 a.m.: Secondary

Purpose Leaders meet to coordinate action to accomplish the strategic objectives.

Protocols In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes Leaders will:

Critical Race Theory –
Understand and apply Critical Race Theory to the EFT.

Discipline Data –
Examine and analyze site discipline data and create an action plan for Tri 2.

Staffing Updates –
Become informed about upcoming staffing events.

Agenda

7:30	Welcome	Assistant Superintendents
7:35	Critical Race Theory	Rev Hillstrom
9:50	Break	
10:05	Discipline Data	Sara Vernig Tom Watkins
11:05	Staffing Updates	BJ Irmiter
11:25	Announcements	Assistant Superintendents
11:30	Adjourn	

Important things to remember

- ▶ We do not use out-of-school suspension for students for any reason other than unsafe behavior such as fights/assaults, chemicals, or weapons (this doesn't include play-fighting).
- ▶ The number of days for a suspension is not necessarily progressive.
- ▶ When suspending students, do not suspend for half-days. The state counts half days as one day in DIRS.
- ▶ When using alternatives to suspension for special ed students, it does not count as a suspension if they have access to their services identified on their IEP. You should provide access to their services as much as possible.
- ▶ Use behavior contracts, check-in/check-out, parent meetings as interventions and document what you have done.

History of Violent Behavior

- ▶ History is defined as the current or previous school year.
- ▶ Immediate notification is required upon the receipt of the information per MN Statute 121A.64.
- ▶ Any disposition (court order) that you receive must be communicated as well.
- ▶ Use the template provided in the U: Drive under the discipline/discipline SEC
- ▶ Paper copies should be put in staff mailboxes

Coding Suspensions

- ▶ Be careful when selecting a code for suspensions
- ▶ What constitutes a code of disruptive behavior or insubordination? What is the behavior that is unsafe?

Common Examples

- ▶ #1 – Student yells and pushes another student trying to get them to fight
- ▶ #2 – Student throws a garbage can down the hall and runs from administration
- ▶ #3 – Student swears at a teacher and refuses to do their work
- ▶ #4 – A group of students are yelling and pushing each other
- ▶ #5 – Student destroys a classroom in anger

OSSEO AREA SCHOOLS

ISD 279

**SMS/BIT Staff Development
Training**November 6th, 2018**Mission Statement**

Our mission is to inspire and prepare all students with the confidence, courage, and competence to achieve their dreams, contribute to community; and engage in a lifetime of learning.

Strategy

We will create transformational system change to ensure equitable student achievement.

Priority Result

All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

Check in

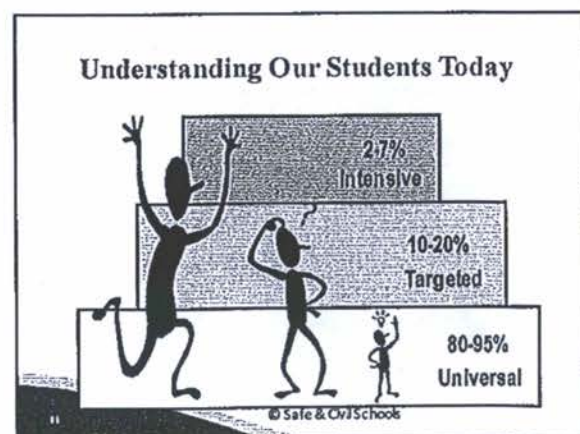
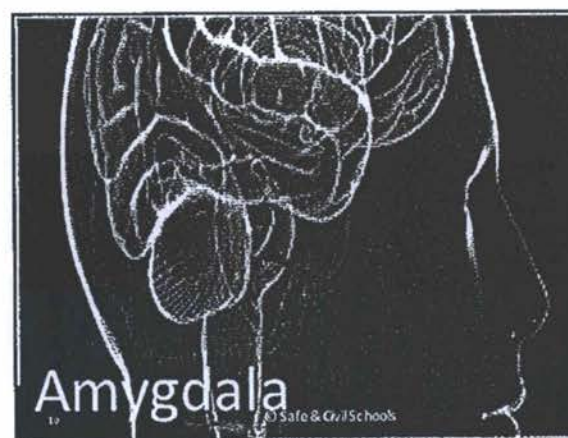
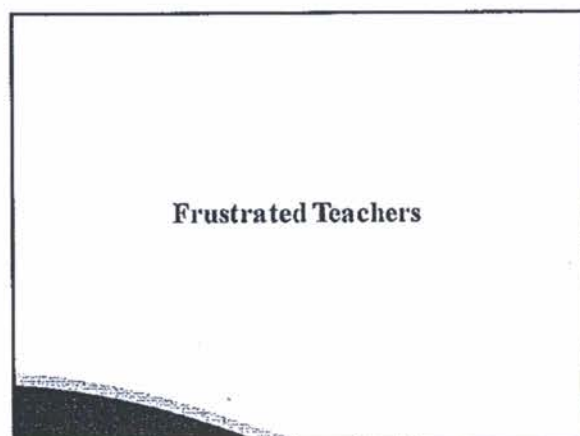
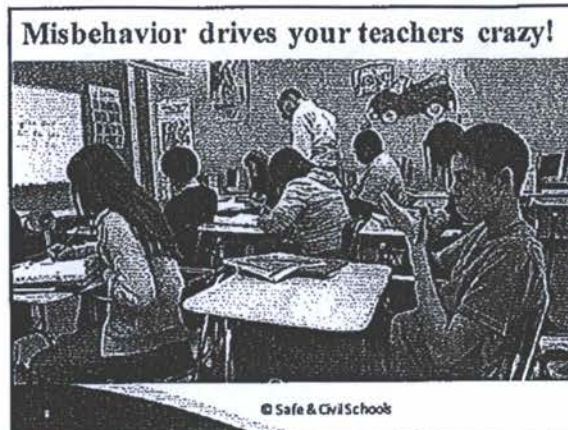
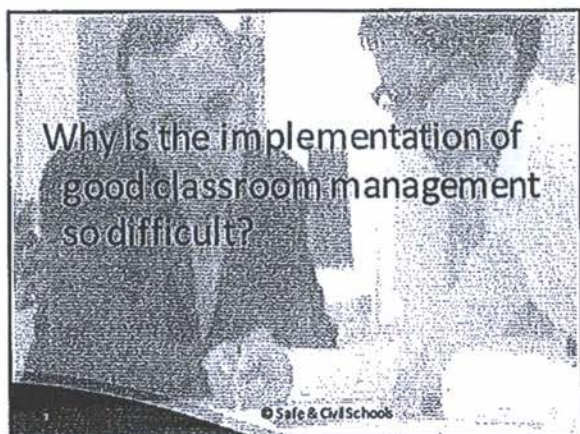
What does a safe and supportive school environment look and sound like?

Common Characteristics

- ▶ Focus on academic achievement. ...
- ▶ Involve families in meaningful ways. ...
- ▶ Develop links to the community. ...
- ▶ Emphasize positive relationships among students and staff. ...
- ▶ Discuss safety issues openly. ...
- ▶ Treat students with equal respect. ...
- ▶ Create ways for students to share their concerns.

Illinois Virtual Development Research
Association (IDRA) Newsletter

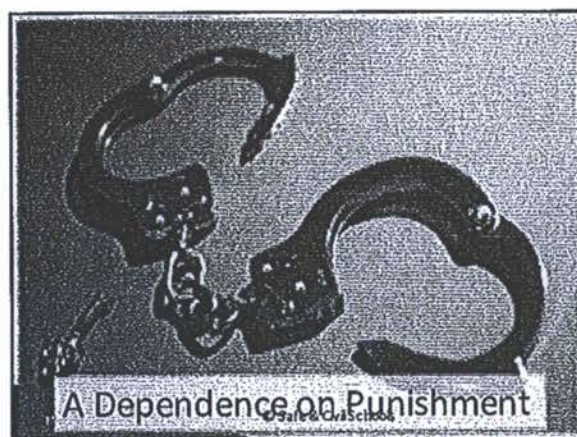
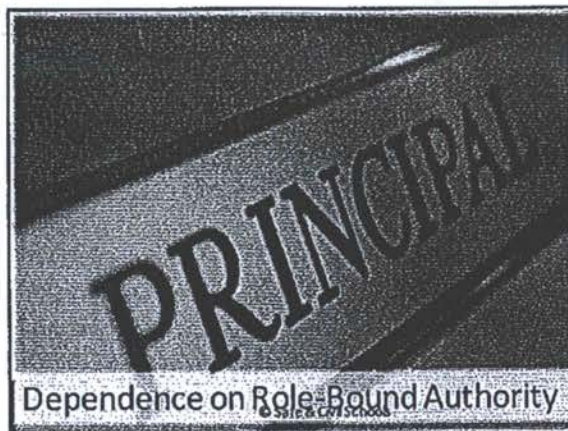
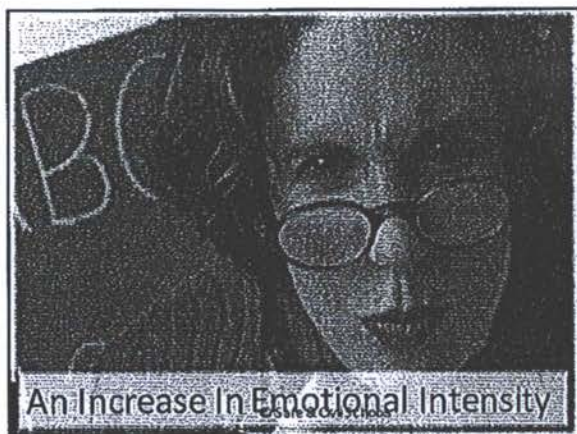
But often, we see . . .




Historical Perspective

- Behavior management has typically consisted of trying to "make" students behave.
 - This attitude leads to an overdependence on reactive procedures.
 - Reactive procedures are not bad or wrong, they are simply ineffective in changing behavior.
 - They make us hold onto "simple solutions."

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Your Task



- ▶ Find your partner.
- ▶ Discuss the following:
 - What “simple solutions” are predominant in your school?
 - How is the use of these “simple solutions” affecting student behavior and achievement?
 - How do you realistically convince staff to move away from the overuse of these “simple solutions?”

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**Stages of Change
(Prochaska, 1994)**

- ▶ Pre-contemplation
- ▶ Contemplation
- ▶ Preparation
- ▶ Activation
- ▶ Maintenance
- ▶ Termination/Integration

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It's not easy to lead change...

Think of a **change** you've gone through that was **successful** and another that was **unsuccessful**.

What accounts for the difference?

Share your thoughts with your partner.

19

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How do we create a system of formative accountability?

20

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Behavior Walk-Throughs

- ▶ Research demonstrates that student behavior is more responsible and motivated when adults are actively observing.

The same is true for staff.

21

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Consider this...



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Authority



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Respect



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Ratio of Interactions

- ▶ The single most important thing that teachers can do to improve the overall behaviors of students in their classroom and connect with students is....
 - to increase the number of positive or non-contingent interactions they have with each student.

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Step 1: Assess the Classroom

- ▶ Ratio of interactions
- ▶ Opportunities to respond
- ▶ Disruptions
- ▶ Time on task
- ▶ Alignment with expectations

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Creating Classroom Management

BASIC 5.1

The Basic 5 Behavior Benchmarks

Dark = Stop (do something different)
Medium = Caution (renew attention)
Light = Keep going (keep doing what you're doing)

Benchmark	Goal	Measure	Level to Use
Time on Task (on-task behavior)	90-100%	90-100%	Anchor Engagement Monitoring Form (5.0)
Opportunities to Respond (on-task behavior)	90-100%	90-100%	Anchor Engagement Monitoring Form (5.0)
Disruptions (on-task behavior)	90-100%	90-100%	Anchor Engagement Monitoring Form (5.0)
Alignment with Expectations (on-task behavior)	90-100%	90-100%	Anchor Engagement Monitoring Form (5.0)

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Creating Classroom Management

BASIC 6.2

Basic 6 Observation Form

Teacher: _____ Date: _____

Observer: _____ Class: _____

13.1 Observe the classroom for 10 minutes. Record the number of times each behavior occurs in the table below.

Behavior	Frequency
Time on Task	
Opportunities to Respond	
Disruptions	
Alignment with Expectations	

13.2 For the next 10 minutes, observe the classroom for 10 minutes. Record the number of times each behavior occurs in the table below.

Behavior	Frequency
Time on Task	
Opportunities to Respond	
Disruptions	
Alignment with Expectations	

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Behavior Walk-Throughs

- ▶ Have a game plan (student behavior, student engagement, teacher behavior)
- ▶ Find an out-of-the-way spot where you can see all students
- ▶ Ask teachers to prepare students for your visit
- ▶ Keep the teacher focused on the lesson
- ▶ Watch for positives and areas of concern (remember the 3 to 1 ratio)
- ▶ Gather specific data

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Ongoing regard is not about praising, stroking, or positively defining a person to herself or to others. We say it again: It is about enhancing the quality of a special kind of information. It is about informing the person about *our* experience of him or her.

Kegan & Lahey (2001)

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Many a relationship has been damaged and a work setting poisoned by *perfectly delivered* constructive feedback...

“The helping hand strikes again!”

- How the way we talk can change the way we work (Kegan & Lahey, p. 128)

31

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Why positive comments sometimes FAIL

- ▶ Indirect
- ▶ General
- ▶ Attributive
- ▶ Think of an example for each. How could you make it positive?

32

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33

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Partnership Principles

- ▶ Equality
- ▶ Praxis/Practical
- ▶ Dialogue
- ▶ Choice
- ▶ Voice
- ▶ Reflection
- ▶ Reciprocity

34

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Why Does It Matter?

- ▶ Discipline used only in an authoritative, punitive-based approach has serious consequences for students.
- ▶ “The behavior you reward is the behavior you get” Dr. Randy Sprick

35

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“The Jena 6” video

36

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Important things to remember

- ▶ We do not use out-of-school suspension for students for any reason other than unsafe behavior such as fights/assaults, chemicals, or weapons (this doesn't include play-fighting).
- ▶ The number of days for a suspension is not necessarily progressive.
- ▶ When suspending students, do not suspend for half-days. The state counts half days as one day in DIRS.
- ▶ When using alternatives to suspension for special ed students, it does not count as a suspension if they have access to their services identified on their IEP. You should provide access to their services as much as possible.
- ▶ Use behavior contracts, check-in/check-out, parent meetings as interventions and document what you have done.

OSSEO AREA SCHOOLS

ISD 279

Alternatives to Suspension and Expulsion & Common PFDA Pitfalls*Learning Leaders: Osseo Area Schools
November 15, 2018***Research on Efficacy of Student Suspensions**

What suspensions DO:

- Remove a problematic student from school
- Provide temporary relief to frustrated school personnel
- Correlate to higher rates of future misbehavior
- Correlate with lower academic achievement
- Correlate with drop-out and school failure
- Correlate with increased drug use/juvenile delinquency

MDIS Alternatives to Suspension Fact Sheet: Outcomes of Out-of-School Suspension (DUE April 2014)**Research on Efficacy of Student Suspensions**

Out-of-school suspension DO NOT:

- ▶ Produce better learning environments
- ▶ Deter future misbehavior
- ▶ Stimulate effective parental involvement

Alternatives to Suspension (Plus over Research 2012)**Statutory "Alternatives" to Suspension**

According to Minnesota Statute: after a school administration notifies a pupil of the grounds for suspension, the school administration may, instead of imposing the suspension, do one or more of the following:

1. strongly encourage a parent or guardian of the pupil to attend school with the pupil for one day;
2. assign the pupil to attend school on Saturday as supervised by the principal or the principal's designee; and
3. petition the juvenile court that the student is in need of services under chapter 260C.

Minn. Stat. Ann § 121A.27(4)(a)**Effective "Alternatives" to Suspension**

- ▶ Restorative Practices (Circles; Restitution; Mediation; other PBIS)
- ▶ Mentoring
- ▶ Mental Health Screening/Referrals
- ▶ In-School Suspension

Common Pitfalls in the PFDA

Neglecting to investigate/determine the nature or "willfulness" of student's conduct

- ▶ To constitute a "willful violation" of school policy it must be shown that the student "knows of a school policy and makes a deliberate, intentional decision to violate that policy."
- ▶ To constitute a willful conduct that "significantly disrupts" there must be "a specific and significant fear of disruption, not just some remote apprehension of disturbance."
- ▶ To constitute "willful conduct that endangers the pupil or other pupils..." the conduct must expose persons to harm or danger or "bring into danger or peril of probable harm or loss."

6/26/18 MINN. STAT. § 121A.27(4)(a) & 121A.27(4)(b) as amended by the Minnesota School District, 6/17/2018

Common Pitfalls in the PFDA

Neglecting to consider/provide alternatives *before* suspension

- ▶ According to statute: "No school shall dismiss any pupil without attempting to provide alternative educational services *before* dismissal proceedings, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property."

Minn. Stat. Ann. § 121A.45 Subd. 2 (last complete ed.)

Common Pitfalls in the PFDA

Neglecting to Provide Alternative Educational Services.

- ▶ According to statute when a student is "suspended pending the school board's decision in an expulsion" a school district is required to provide "alternative educational services."
- ▶ Statute defines "Alternative educational services" as including, "special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center . . . selected to allow the pupil to progress toward meeting graduation standards . . . although in a different setting."

Minn. Stat. Ann. § 121A.41 Subd. 4 (last complete ed.)

Common Pitfalls in the PFDA

Neglecting to "Arrange" for a mental health evaluation.

- ▶ According to statute:

If a pupil's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the pupil and the pupil's parent or guardian before subsequently removing the pupil from school and, with the permission of the parent or guardian, *arrange for a mental health screening for the pupil*. The district is not required to pay for the mental health screening.

Minn. Stat. Ann. § 121A.45 (last complete ed.)

Common Pitfalls in the PFDA

Neglecting to provide/have rationale for suspension exceeding 5 consecutive school days.

- ▶ According to Minnesota Statute: if a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension.

Minn. Stat. Ann. § 121A.41 (last complete ed.)

Common Pitfalls in the PFDA

Neglecting to provide additional notice and sufficient rationale for extending a suspension.

- ▶ According to statute: "The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, *except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion*, in which case the school administration may extend the suspension to a total of 15 school days."

Minn. Stat. Ann. § 121A.41 (last complete ed.)

Common Pitfalls in the PFDA – Special Education Student

Neglecting to conduct meeting with relevant members of the IEP team for special ed. student suspended more than 5 days

- ▶ According to Statute: "When a child with a disability has been suspended for more than five consecutive school days or ten cumulative school days in the same school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's IEP team . . . shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's individualized education program. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed."

Minn. Stat. Ann. § 121A.43 (last complete ed.)

Common Pitfalls in the PFDA - Special Education Student

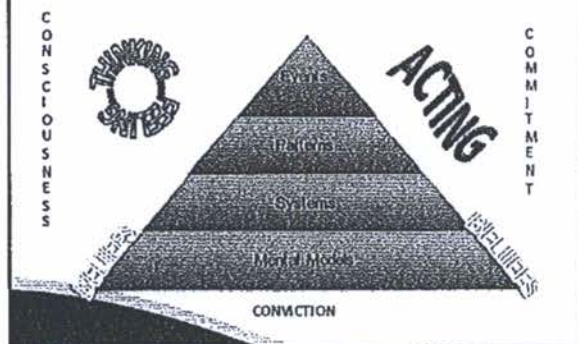
Determining when to hold a manifestation team meeting

- ▶ According to Statute; "Before initiating an expulsion or exclusion . . . the district, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the child's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program."

Take Home Messages In Considering/Implementing Suspension or Expulsion

- ▶ Always consider and discuss alternatives to suspension before noticing and implementing a suspension
- ▶ Use suspension sparingly regardless of whether or not student is disabled
- ▶ Use suspension wisely - not as punishment/correction but instead to address/plan to mitigate legitimate health & safety concerns
- ▶ If deciding that suspension is needed give strong consideration to combining with other corrective/alternative action for re-entry plan
- ▶ When in doubt connect with Sam to ensure that disciplinary action is appropriate and fair

CLEAR Solutions



Discipline Data Review

- ▶ Using district provided data and your own site data, consider the following prompts:
 - What do you see? (gather as much information as possible while avoiding judgments)
 - What systems do you have in place that are successful?
 - Develop one action strategy to address your observations about the data. Track your progress for Tri 2.

Top 5 Data Quick Facts

- ▶ Average length of suspension is 1.8 days
- ▶ Black students average length of suspension is 2.0 days; white 1.2 days
- ▶ Black students make up 72.5% of total suspensions & 77% of the total number of days
- ▶ Males are 4x as likely to be suspended
- ▶ Special Ed makes up 41.4% of suspensions; 14.1% of the population

District Leadership Equity Team, September 24th, 2018

Purpose: To increase capacity for systemic leadership action to ensure equitable student achievement.

Outcome: DLET will understand and apply Critical Race Theory to strategic priority leadership work.

Protocols: In order to facilitate our work together, we agree to:

- Identify and respond to the influence of race and culture using district systemic equity transformation tools;
- make and keep rigorous promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding and contribute individual perspectives and interests openly;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Time	Agenda	Facilitator
8:00	Light Breakfast	
8:30	Welcome / Check-in: purpose, outcomes, review protocols	Kim
	Revisit Critical Race Theory	Rev
	Building Capacity: $(K+S) \times W = C$	Patrick / Rev
	Critical Race Theory Book Study	
	<ul style="list-style-type: none"> • November 19 (Chapters 1 & 2) • February 11 (Chapters 3-5) • March 18 (Chapters 6 & 7) • April 8 (Chapter 8) 	
	EFT - Through the lens of CRT	Patricia / Troy / Rev
10:00	Break (10 minutes)	
	CRT: Identify and Respond: Intersectionality	Rev
	<ul style="list-style-type: none"> • Cornet vs. Djokovic <ul style="list-style-type: none"> ◦ (Interest Convergence, Competing Victimization) • Nike Commercial • Williams 	
11:15	Revisit Strategic Result Leadership and Charter	Kim

Charter Template can be found in the DLET Team Drive. The DLET Team Drive is a shared space where our team can easily store, search, and access their files anywhere, from any device.

Unlike files in My Drive, files in a Team Drive belong to the team instead of an individual. Even if members leave, the files stay exactly where they are so your team can continue to share information and get work done.

District Leadership Equity Team, November 19th, 2018

Purpose: To increase capacity for systemic leadership action to ensure equitable student achievement.

Outcome: DLET will understand and apply Critical Race Theory to strategic priority leadership work.

Protocols: In order to facilitate our work together, we agree to:

- Identify and respond to the influence of race and culture using district systemic equity transformation tools;
- make and keep rigorous promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding and contribute individual perspectives and interests openly;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Time	Agenda	Facilitator
8:00	Light Breakfast	
8:30	Welcome / Check-in: purpose, outcomes, review protocols	Jim
	EFT Update	Laurel
	Review Interest Convergence/Intersectionality Tenant	Rev
	- Critical Race Theory Book Study Application (Chapters 1 & 2)	
	Upcoming Book Study Readings	Rev/Patrick
	• February 11 (Chapters 3-5)	
	• March 18 (Chapters 6 & 7)	
	• April 8 (Chapter 8)	
	Break (10 minutes)	
	Priority Result Work Team DOEE Collaboration	
11:30	Adjourn	Jim/Rev/DOEE team

DLTL System Leaders Advance Agenda

August 16, 2018

Regan Hall

8:00 AM – 4:00 PM

Breakfast will be served at 7:30

Principal Growth and Evaluation documents are located here:

U: ESC\DLTL\Principal

Evaluation\2018-19 Principal

Growth and Evaluation

Purpose: To lead transformational change to ensure equitable student achievement.

What is equitable student achievement?

- ensuring high levels of achievement for all students, and
- accelerating growth for students of color and other underperforming groups, in order to
- close the achievement gap on all state-mandated measures.

Protocols: In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and have fun!

Outcomes: Leaders will:

- be able to support teachers with digital learning at their sites;
- be able to apply the ISTE Standards for Educational Leaders to the #DL4A (Digital Learning for All) priority work;
- be informed on the TIES transition work;
- be able to make a connection between responses to behavior and outcomes for students;
- understand the PBIS priority work for the 2018-2019 school year; and
- engage in multiple professional learning opportunities connected to system priority work in order to be prepared to support educators in the upcoming school year.

OSSEO AREA SCHOOLS

ISD  279

Agenda:	7:30-8:00	Breakfast	
	8:00-8:30	Welcome	Kelli Parpart Steve Flisk Patrick Smith
	8:30-9:15	Digital Learning	Anthony Padrnos I2T2
	9:15-10:00	Coding Discipline Actions/Data	Sara Vernig
	10:00-10:15	BREAK	
	10:15-11:45	Positive Behavior Interventions and Support – Priority Work	Sara Vernig Jill Lesne Kate Emmons
	11:45-12:30	Working LUNCH	
	12:30-2:00	Long and Short Learning	Jeremy Willey
	2:00-2:15	BREAK	
	2:15-3:45	Long and Short Learning	Jeremy Willey
	3:45-4:00	Announcements	Kelli Parpart Steve Flisk Patrick Smith
	4:00	Adjourn	

OSSEO AREA SCHOOLS

ISD  279

Learning Leaders
September 20, 2018
ESC - Forum Room
12:30 – 4:30 p.m.: Elementary

Principal Growth and Evaluation
documents can be accessed at:
U:\ESC\DLTL\Principal Evaluation
2018-19 Principal Growth and Evaluation

Purpose Leaders meet to coordinate action to accomplish the strategic objectives.

Protocols In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
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- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes Leaders will:

Safety and Security –

- understand Rapid Responder expectations for the school year (Drills and BCRT form);
- understand Rapid Responder pre-plan tactical meetings in October;
- be informed of MDE school safety grant submittals;
- learn of REMAC recruitment needs;
- be alerted to Risk Management site visits; and
- be aware of Risk Management's offer for trainings and presentations.

Bullying and Harassment –

- review and understand changes to School Board Policy 413 & 514.

Balanced Scorecard –

- review the new infographic for our mission, priority work and measure of success.

North Star Accountability –

- gain a deeper understanding of North Star accountability measures related to Progress toward English Language Proficiency, Special Education, and Academic Progress; and
- discuss potential strategies for the site improvement plan to increase achievement in these areas.

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Principal Evaluation –

- Administrators will understand the changes and enhancements of the 2018-19 Principal Evaluation process.

Agenda

12:30	Safety and Security	Troy Schreifels Dave Moredock
1:00	Bullying and Harassment	Sara Vernig Tim Palmatier
1:40	Balanced Scorecard	Angie Freese
2:10	BREAK	
2:20	Superintendent Riesgraf's Greeting	Superintendent
2:25	North Star Accountability	Angie Freese
3:25	Principal Evaluation	Assistant Superintendents
4:15	Announcements	

Learning Leaders
October 25, 2018
ESC - Forum Room
12:00 p.m. – 4:30 p.m.: Elementary

Purpose Leaders meet to coordinate action to accomplish the strategic objectives.

Protocols In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes Leaders will:

ESSA Updates –

- engage in assets-based professional conversation and strengthen trust through partnerships
- use system tools to identify desired mental models, systems and outcomes that result in equitable student achievement

MDE Tech Grants –

- be informed about innovation zone Districts
- develop capacity to support the #DL4A work

Math Walkthroughs –

- interact with and give feedback on the Number Corner Walk-Through tool

Spring Kindergarten Orientation –

- consider factors that have evolved since orientations were last significantly revised in 2010 and identify potential adjustments, and their implications, for kindergarten orientations in 2019 and beyond.

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Agenda

12:00	Welcome	Superintendent Bauck
12:45	ESSA Updates	Angie Freese
2:15	Break	
2:25	MDE Tech Grants	Anthony Padrnos
3:10	Math Walkthroughs	CIES
3:40	Spring Kindergarten Orientation	Barb Olson
4:25	Announcements	
4:30	Adjourn	

**** Reminder: Elementary cluster meeting will be held in the Forum conference room after the Learning Leaders meeting.**

Learning Leaders
November 15, 2018
ESC - Forum Room
12:30 p.m. – 4:30 p.m.: Elementary

Purpose Leaders meet to coordinate action to accomplish the strategic objectives.

Protocols In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes Leaders will:

Discipline Data Review –

- Review current MN Statutes regarding disciplinary procedures and examine district discipline data disaggregated by race, ethnicity, gender, and special education status.

Restorative Practices –

- Deepen their understanding of using restorative approaches when responding to behavior.

EL Rotations –

- raise consciousness and develop convictions to implement best practices for multilingual learners (MLLs).

Agenda

12:30	Welcome	Assistant Superintendents
12:40	Discipline Data Review and Strategies	Tim Palmatier Sara Vernig
1:40	Restorative Practices	Jill Lesne
2:40	Break	
2:50	EL Rotations (3x30 min)	Kiersten Nicholson Michelle Munkholm Jesus Ramirez Susan Samaha
4:20	Announcements	Assistant Superintendents
4:30	Adjourn	

**** Reminder: Elementary cluster meeting will be held in the Forum conference room after the Learning Leaders meeting.**

Learning Leaders
December 13, 2018
ESC - Forum Room
12:30 p.m. – 4:30 p.m.: Elementary

Purpose Leaders meet to coordinate action to accomplish the strategic objectives.

Protocols In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes Leaders will:

Critical Race Theory –
Understand and apply Critical Race Theory to the EFT.

Discipline Data –
Examine and analyze site discipline data and create an action plan for Tri 2.

Staffing Updates –
Become informed about upcoming staffing events.

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Agenda

12:30	Welcome	Assistant Superintendents
12:35	Critical Race Theory	Rev Hillstrom
2:50	Break	
3:00	Discipline Data	Sara Vernig Tom Watkins
4:00	Staffing Updates	BJ Irmiter
4:20	Announcements	Assistant Superintendents
4:30	Adjourn	

**** Reminder: Elementary cluster meeting will be held in the Forum conference room after the Learning Leaders meeting.**

Attachment C
Parent/Staff/Student Surveys

Osseo Area Schools Staff Stakeholder Survey Trend 2015-18

For each staff survey scale, the scale mean is reported for up to four years. For each scale, 5 = strongly agree or always, 4 = agree or usually, 3 = neutral or sometimes, 2 = disagree or rarely, and 1 = strongly disagree or never. Color coding is referenced to the 2015 district average. Green color indicates that the group scale mean has increased by at least .2 or the question percentage increased by as much as or more than the combined margins of error. Orange color indicates that the group scale mean has decreased by at least .2 or the question percentage has decreased as much as or more than the combined margins of error. The percentages reported are the percent positive (responding with a 4 or 5 on the scale).

	2015	2016	2017	2018
School Environment and Communication	4.0	4.1	4.1	4.0
<i>Number of staff responding (All school-based staff were asked to respond)</i>	1214	1323	1576	1106
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	2%	2%	1%	2%
Staff at school make me feel welcome.	86%	89%	89%	86%
I feel safe in my work environment.	82%	74%	81%	77%
Staff consistently provides helpful customer service.	81%	85%	86%	82%
I am treated with respect by my colleagues.	84%	87%	88%	86%
A clear vision for our school and strategies for improvement are communicated.	67%	73%	76%	69%
Communications to staff are delivered in a professional and timely manner.	65%	72%	75%	68%
Administrators are visible and accessible to me.	66%	74%	77%	73%
My school promotes a safe and secure school environment with a culture that is conducive to teaching and learning.	66%	65%	70%	64%
My school acknowledges and understands diversity in the school community, creating an environment that supports all students.	74%	76%	79%	77%
Race and Culture	3.1	3.2	3.3	3.4
<i>Number of staff responding (All school-based staff were asked to respond)</i>	1208	1306	1495	1066
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	2%	2%	1%	2%
I have participated in training that has helped me understand how race and culture impact learning.	93%	95%	95%	98%
I have used the four agreements, six conditions, and/or the compass to reflect on my work and/or plan for future work.	76%	81%	87%	90%
With my co-workers, I have used the four agreements, six conditions, and/or the compass to plan for future work.	67%	73%	82%	84%
I have had helpful conversations with my co-workers about race and culture.	92%	93%	95%	97%
I believe that participating in training and/or conferences about race and culture helps me to better understand the students I work with.	62%	68%	76%	75%
I believe that it is important to have courageous conversations about race (the four agreements, the six conditions, and the compass).	67%	73%	79%	76%
I am willing to learn more about how race and culture impact learning.	84%	87%	88%	87%
I have learned about courageous conversations about race (the four agreements, the six conditions, and the compass).	78%	83%	86%	90%
I have trusted colleagues with whom I am willing to collaborate to learn more about race and culture.	83%	84%	86%	83%
My use of the four agreements, six conditions, and/or the compass has helped me work towards equitable student achievement. (new in 2017, not in scale avg.)			54%	60%
What I have learned about race and culture has helped me work towards equitable student achievement. (new in 2017, not in scale avg.)			68%	74%

	2015	2016	2017	2018
Strategic Outcomes	3.6	3.5	3.6	3.5
<i>Number of staff responding (Teachers in grades 5-12 were asked to respond)</i>	362	411	443	315
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	3%	3%	3%	3%
Most students I have gotten to know this year have talked with me about their dreams for the future.	68%	64%	68%	68%
I am able to help students identify and work toward their dreams.	84%	83%	83%	85%
Most students I have gotten to know this year have achieved some goals this year and are getting closer to achieving their dreams.	81%	75%	80%	74%
This year, most students I know have helped to meet the needs of others through leadership, service, or some other way.	46%	43%	45%	40%
At this school, students are treated with respect.	84%	82%	83%	79%
At this school, students from different cultures get along well together.	76%	67%	73%	65%
Most students I have gotten to know demonstrate good time management skills.	34%	32%	35%	32%
Most students I have gotten to know demonstrate a lot of persistence and follow-through.	35%	36%	36%	30%
Most students I have gotten to know are willing to ask questions to get more information when needed.	62%	60%	61%	59%
Teaching and Learning	3.9	4.1	4.1	3.9
<i>Number of staff responding (All teachers were asked to respond)</i>	722	750	840	596
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	2%	2%	2%	2%
My school sets high expectations for all students.	71%	75%	72%	63%
My school sets high expectations for all staff.	80%	84%	87%	79%
My school uses a system to assess and plan staff development to improve student learning.	70%	73%	75%	69%
I receive useful feedback to improve my teaching.	72%	76%	79%	73%
Our staff members collaborate to review data and improve student learning.	88%	89%	91%	89%
Teacher Professional Practice	4.3	4.4	4.4	4.3
<i>Number of staff responding (All teachers were asked to respond)</i>	725	753	839	596
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	2%	3%	2%	2%
I maintain high expectations for achievement for all of my students.	99%	99%	98%	99%
I integrate technology into my instruction.	93%	94%	93%	93%
I use data to make informed decisions and to improve my professional practice.	94%	95%	95%	93%
I regularly inform families about what is happening in my classroom.	78%	82%	81%	80%
I engage in ongoing collaborative work with my colleagues to ensure student learning.	93%	95%	94%	92%
Teachers in this school trust each other.	70%	69%	77%	68%

Student Stakeholder Survey Trend by Group 2015-18

This table contains the average percent positive (students responding "Yes/Always" or "Mostly Yes" to questions) for each Student Stakeholder Survey scale. It includes student group results for the first four years in which the survey was administered and linked to full student demographics.

Color coding relative to district average: 7.5 % below 3.5 to 7.4% below within 3.5% 3.5% to 7.4% above 7.5% above

	Am. Indian				Asian				Hispanic				Black				White				Multi-Racial			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Achieve Dreams	74%	62%	69%	58%	57%	56%	57%	56%	63%	63%	63%	63%	67%	67%	69%	66%	57%	57%	61%	59%	60%	60%	61%	59%
Contribute to Community	69%	68%	77%	66%	68%	68%	67%	67%	67%	71%	68%	70%	63%	65%	65%	63%	72%	72%	72%	73%	66%	67%	64%	66%
Lifelong Learning	63%	72%	75%	66%	68%	68%	67%	67%	67%	69%	68%	68%	67%	69%	69%	67%	71%	72%	73%	73%	68%	68%	68%	65%
Classroom Learning	65%	71%	77%	75%	69%	73%	73%	78%	69%	75%	74%	77%	68%	71%	72%	74%	75%	77%	79%	77%	68%	74%	72%	73%
Classroom Respect	72%	80%	80%	69%	76%	80%	79%	73%	76%	82%	80%	71%	72%	77%	76%	71%	78%	79%	81%	77%	73%	79%	76%	72%
Teaching	79%	81%	83%	75%	83%	83%	84%	83%	83%	84%	85%	82%	80%	81%	81%	79%	82%	82%	84%	80%	82%	83%	81%	79%
Belonging	61%	74%	75%	62%	64%	64%	63%	61%	65%	69%	67%	64%	60%	62%	61%	58%	71%	72%	72%	69%	64%	66%	62%	61%
Help	77%	78%	79%	65%	71%	71%	71%	70%	72%	74%	75%	73%	70%	71%	70%	68%	76%	77%	79%	76%	71%	73%	73%	70%
Trusting Adults	83%	79%	88%	77%	83%	83%	81%	81%	80%	83%	82%	80%	75%	76%	75%	74%	84%	84%	86%	84%	78%	80%	79%	76%
Digital Learning	70%	76%	87%	73%	71%	75%	78%	76%	72%	77%	79%	78%	69%	73%	76%	75%	73%	77%	81%	79%	69%	74%	76%	74%

	English Learner				Special Education				Free/Reduced				Female				Male			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Achieve Dreams	69%	72%	72%	72%	65%	65%	68%	66%	63%	63%	65%	63%	59%	58%	61%	59%	60%	61%	63%	62%
Contribute to Community	68%	69%	70%	70%	67%	67%	66%	66%	66%	67%	66%	65%	68%	69%	68%	68%	69%	70%	70%	70%
Lifelong Learning	73%	75%	75%	74%	67%	68%	69%	68%	67%	68%	68%	66%	69%	69%	71%	69%	69%	71%	71%	70%
Classroom Learning	78%	82%	81%	81%	74%	78%	77%	74%	74%	78%	78%	75%	76%	79%	79%	76%	76%	79%	80%	76%
Classroom Respect	71%	73%	74%	74%	70%	73%	75%	72%	68%	72%	73%	71%	71%	74%	75%	74%	72%	75%	77%	74%
Teaching	87%	86%	87%	87%	80%	80%	81%	78%	81%	83%	83%	80%	82%	82%	83%	81%	82%	82%	84%	81%
Belonging	64%	65%	67%	63%	64%	65%	65%	62%	62%	64%	62%	59%	64%	66%	66%	62%	70%	70%	69%	66%
Help	74%	75%	76%	76%	73%	74%	74%	73%	70%	72%	71%	69%	73%	73%	75%	72%	74%	75%	75%	73%
Trusting Adults	82%	84%	84%	82%	79%	81%	81%	79%	78%	80%	79%	76%	82%	83%	83%	81%	81%	82%	81%	79%
Digital Learning	74%	77%	78%	77%	68%	73%	74%	73%	69%	74%	76%	74%	71%	75%	78%	77%	72%	77%	79%	77%

2018 District Summary of Parent Stakeholder Survey Results

The top portion of this summary reports the number of parents responding and margin of error for each group based on student demographics. For each survey scale, there are two kinds of results. The top row is the scale mean (in bold). For most questions, 5 = strongly agree, and 1 = strongly disagree or never). The second row is the Z-Score that corresponds to the scale score (the scale mean minus the district average divided by the standard deviation). For the purposes of the district comparison, we are treating Z-scores of +.2 and higher as being above average and -.2 and below as being below average). The third and subsequent rows report the percent of students responded "agree," "strongly agree," "usually," or "always" to each of the questions in the scale. If a group's scale mean is at least .2 scale points above or below the district mean with an above or below average Z-score, it was color coded (green = above; orange = below).

	RACE						SERVICES				GENDER		GRADE RANGE			
	Amin	Asian	Black	Hispanic	White	Mult	FRL	EL	Sped	Hmls	Fem	Male	Elem	MS	SH	ALL
Number of parents responding (from representative sample)	23	174	242	108	434	63	454	137	134	12	503	541	622	218	204	1044
Margin of error is +/- this many percentage points (95% confidence level)	12%	4%	4%	5%	3%	7%	3%	5%	5%	16%	2%	2%	2%	4%	4%	2%
Strategic Outcomes	3.6	3.8	3.8	3.8	3.6	3.6	3.7	3.8	3.6	3.8	3.8	3.7	3.8	3.6	3.5	3.7
Z-Score (+.2 = above average, -.2 = below average)	-0.10	0.07	0.18	0.11	-0.12	-0.24	0.04	0.19	-0.12	0.20	0.09	-0.08	0.17	-0.23	-0.26	0.00
My son/daughter has clear dreams or visions for his/her future.	62%	67%	83%	82%	70%	61%	76%	76%	64%	73%	77%	69%	77%	67%	68%	73%
Someone who works at my son/daughter's school has helped him/her identify his/her dreams.	33%	42%	50%	41%	34%	31%	45%	50%	52%	67%	40%	39%	43%	31%	36%	39%
Someone who works at my son/daughter's school has helped him/her set goals so he/she can get closer to achieving his/her dreams.	43%	56%	66%	59%	43%	41%	62%	64%	68%	83%	51%	53%	58%	42%	46%	52%
This year, my son/daughter has helped meet the needs of others through leadership, service, or some other way.	57%	65%	75%	62%	65%	64%	64%	67%	58%	58%	71%	62%	70%	60%	63%	67%
In my son/daughter's school, students are treated with respect.	96%	78%	77%	85%	79%	79%	77%	83%	80%	75%	79%	80%	87%	67%	70%	79%
At my son/daughter's school, students from different cultures get along well together.	91%	79%	78%	76%	76%	82%	78%	79%	77%	75%	79%	76%	85%	67%	68%	78%
My son/daughter manages his/her time well.	62%	69%	64%	73%	63%	63%	66%	68%	50%	73%	72%	59%	67%	67%	59%	65%
Once he/she has decided he/she's going to do something that's hard to do, he/she always follows through and does it.	71%	74%	72%	75%	67%	71%	71%	81%	57%	82%	75%	66%	71%	70%	68%	70%
When he/she doesn't know something at school, my son/daughter finds it easy to ask for more information.	48%	69%	71%	67%	63%	61%	66%	66%	54%	64%	70%	62%	72%	61%	51%	66%

	RACE						SERVICES				GENDER		GRADE RANGE			
	Amin	Asian	Black	Hispanic	White	Mult	FRL	EL	Sped	Hmls	Fem	Male	Elem	MS	SH	ALL
Number of parents responding (from representative sample)	23	174	242	108	434	63	454	137	134	12	503	541	622	218	204	1044
Margin of error is +/- this many percentage points (95% confidence level)	12%	4%	4%	5%	3%	7%	3%	5%	5%	16%	2%	2%	2%	4%	4%	2%
Teaching and Learning	3.8	4.0	4.1	4.1	3.9	3.8	4.0	4.1	4.0	4.2	4.0	3.9	4.1	3.8	3.7	4.0
Z-Score (+.2 = above average, -.2 = below average)	-0.17	0.01	0.14	0.19	-0.10	-0.17	0.00	0.16	0.02	0.35	0.03	-0.03	0.18	-0.23	-0.31	0.00
Teachers in my son's/daughter's school help students be creative and innovative.	90%	80%	81%	87%	79%	75%	81%	88%	82%	82%	81%	80%	87%	73%	68%	81%
Teachers in my son's/daughter's school help students gain skills in critical thinking, and in using information and technology.	81%	82%	86%	87%	83%	81%	82%	86%	81%	73%	84%	84%	89%	80%	71%	84%
Teachers in my son's/daughter's school help students learn how to communicate and collaborate effectively	75%	82%	82%	87%	80%	76%	81%	82%	82%	82%	82%	80%	87%	73%	71%	81%
My son/daughter thinks that his/her classes are interesting and challenging.	65%	73%	77%	83%	69%	69%	74%	77%	74%	91%	75%	71%	77%	69%	63%	73%
Communication	4.0	4.2	4.3	4.3	4.2	4.2	4.2	4.3	4.3	4.5	4.2	4.2	4.4	4.1	3.9	4.2
Z-Score (+.2 = above average, -.2 = below average)	-0.36	0.01	0.07	0.14	-0.05	-0.07	0.00	0.16	0.06	0.35	0.01	-0.01	0.19	-0.18	-0.41	0.00
My son's/daughter's school keeps me informed about school improvement, events/activities and other important information	85%	84%	88%	94%	81%	85%	87%	92%	84%	100%	85%	84%	89%	80%	77%	85%
My son's/daughter's teachers regularly inform me about what is happening in the classroom	70%	68%	72%	63%	69%	68%	68%	65%	76%	64%	69%	68%	75%	67%	51%	69%
How satisfied or dissatisfied are you with the way that school staff interacts with parents?	78%	93%	92%	92%	89%	88%	91%	93%	93%	100%	91%	90%	93%	88%	86%	91%
Student Support	4.3	4.3	4.3	4.4	4.3	4.2	4.3	4.4	4.3	4.5	4.3	4.3	4.4	4.1	4.1	4.3
Z-Score (+.2 = above average, -.2 = below average)	0.04	-0.05	-0.03	0.12	0.02	-0.14	-0.05	0.07	-0.07	0.38	0.03	-0.02	0.21	-0.32	-0.32	0.00
My son/daughter has at least one adult he/she can turn to if there is a problem.	89%	87%	86%	88%	88%	85%	85%	84%	90%	100%	87%	87%	92%	79%	79%	87%
My son/daughter's teachers believe he/she can do well in school.	95%	89%	92%	91%	93%	80%	89%	91%	84%	100%	93%	89%	94%	87%	86%	91%
The school staff treats students with respect.	95%	92%	89%	95%	94%	95%	89%	95%	90%	100%	91%	94%	94%	88%	91%	93%
The school celebrates the success of my son/daughter.	80%	76%	76%	78%	74%	74%	76%	76%	73%	82%	75%	75%	81%	67%	65%	75%

	RACE						SERVICES				GENDER		GRADE RANGE			
	Amin	Asian	Black	Hispanic	White	Mult	FRL	EL	Sped	Hmls	Fem	Male	Elem	MS	SH	ALL
Number of parents responding (from representative sample)	23	174	242	108	434	63	454	137	134	12	503	541	622	218	204	1044
Margin of error is +/- this many percentage points (95% confidence level)	12%	4%	4%	5%	3%	7%	3%	5%	5%	16%	2%	2%	2%	4%	4%	2%
Adult Trust	4.2	4.2	4.2	4.3	4.2	4.1	4.2	4.3	4.2	4.4	4.2	4.2	4.4	4.1	4.0	4.2
Z-Score (+.2 = above average, -.2 = below average)	-0.02	-0.10	0.04	0.17	0.01	-0.22	-0.04	0.17	0.00	0.25	0.02	-0.02	0.19	-0.25	-0.33	0.00
School staff follow through on their promises.	84%	70%	77%	84%	77%	69%	75%	82%	80%	82%	76%	76%	83%	70%	62%	76%
I trust the staff in this school to act with my son/daughter's best interest in mind.	75%	82%	83%	87%	80%	73%	81%	86%	80%	91%	82%	81%	86%	76%	73%	81%
Staff at my son/daughter's school treat me with respect.	94%	96%	94%	97%	95%	95%	94%	99%	93%	100%	95%	95%	97%	94%	92%	95%
Belonging	4.1	4.2	4.2	4.4	4.3	4.1	4.2	4.4	4.3	4.5	4.2	4.2	4.4	4.0	4.0	4.2
Z-Score (+.2 = above average, -.2 = below average)	-0.16	-0.10	0.00	0.20	0.03	-0.21	-0.05	0.17	0.01	0.33	-0.01	0.01	0.23	-0.30	-0.39	0.00
I feel that staff at my son/daughter's school care about me.	74%	69%	70%	82%	64%	53%	69%	79%	73%	73%	66%	68%	77%	57%	50%	67%
This school as a whole is welcoming to my family.	85%	83%	84%	90%	84%	83%	83%	90%	82%	100%	85%	84%	91%	73%	77%	84%
I feel like I belong at my son/daughter's school.	78%	82%	77%	84%	85%	81%	79%	84%	80%	100%	81%	84%	87%	77%	71%	82%
Staff at this school are friendly.	89%	92%	90%	95%	94%	90%	90%	97%	91%	100%	92%	93%	94%	89%	90%	92%
Staff at this school trust me.	94%	88%	93%	90%	94%	90%	91%	90%	95%	100%	92%	93%	95%	90%	86%	92%
Help for Parents	4.2	4.3	4.3	4.5	4.4	4.3	4.3	4.4	4.4	4.7	4.4	4.4	4.5	4.2	4.0	4.4
Z-Score (+.2 = above average, -.2 = below average)	-0.24	-0.08	-0.04	0.25	0.02	-0.10	-0.06	0.07	0.08	0.47	0.00	0.00	0.23	-0.23	-0.47	0.00
I can share my concerns with the staff at this school.	89%	79%	82%	85%	88%	81%	80%	79%	83%	100%	84%	85%	89%	79%	75%	84%
When I have concerns, the staff at school listen and follow through on what they say they are going to do.	81%	90%	86%	91%	88%	84%	86%	93%	89%	91%	87%	89%	90%	85%	82%	88%
Administrators are visible and accessible to me.	93%	89%	84%	91%	88%	83%	87%	93%	89%	100%	86%	89%	92%	83%	79%	88%
How often does the school hold meetings and conferences during times that fit your work and family schedules?	82%	84%	81%	83%	86%	79%	80%	83%	88%	100%	85%	83%	89%	79%	70%	84%
Other School-Related Questions																
How far do you expect your son/daughter to go in his/her education? (% Some college)	94%	100%	97%	98%	97%	100%	98%	98%	93%	100%	98%	98%	99%	98%	95%	98%
How often has a lack of childcare prevented you from participating in your son's/daughter's school meetings and activities? (% Never or Rarely)	73%	57%	69%	66%	84%	72%	64%	55%	74%	60%	76%	71%	71%	73%	83%	74%

	RACE						SERVICES				GENDER		GRADE RANGE			
	Amin	Asian	Black	Hispanic	White	Mult	FRL	EL	Sped	HmIs	Fem	Male	Elem	MS	SH	ALL
Number of parents responding (from representative sample)	23	174	242	108	434	63	454	137	134	12	503	541	622	218	204	1044
Margin of error is +/- this many percentage points (95% confidence level)	12%	4%	4%	5%	3%	7%	3%	5%	5%	16%	2%	2%	2%	4%	4%	2%
Trust in the School District	3.9	3.9	3.9	4.2	3.7	3.6	3.9	4.1	3.9	4.0	3.8	3.9	3.9	3.9	3.7	3.8
Z-Score (+.2 = above average, -.2 = below average)	0.06	0.12	0.10	0.44	-0.17	-0.31	0.11	0.37	0.11	0.20	-0.02	0.02	0.04	0.05	-0.18	0.00
The Osseo School District treats people in my community fairly and justly.	78%	84%	73%	82%	78%	62%	77%	83%	82%	82%	78%	77%	80%	77%	70%	77%
Whenever the Osseo School District makes an important decision, I know it will consider people in my community	71%	76%	78%	79%	67%	59%	73%	82%	78%	64%	72%	71%	71%	77%	66%	72%
The Osseo School District can be relied on to keep its promises	71%	73%	77%	81%	62%	52%	72%	84%	72%	82%	69%	69%	71%	69%	61%	69%
I believe that the Osseo School District takes the opinions of people in my community into account when making decisions	75%	73%	73%	79%	65%	58%	72%	81%	73%	82%	68%	70%	71%	70%	63%	69%
I feel very confident about the Osseo School District's skills	71%	80%	78%	87%	68%	61%	77%	86%	77%	82%	74%	74%	74%	79%	69%	74%
The Osseo School District has the ability to accomplish what it says it will do	63%	74%	83%	86%	69%	61%	79%	85%	80%	82%	75%	74%	75%	77%	68%	74%

Attachment D
Out of School Suspensions

Out of School Suspensions and Suspension Days for 2018-19 as of 11/30/18

Osseo Area Schools - Research, Assessment and Accountability Department - 12/17/18

As of 11/30/18, Osseo Area Schools has not expelled any students in the 2018-19 school year.

All Students	#_OSS	OSS_Days
Total	328	609

Race	#_OSS	OSS_Days
2 or more	35	68
Am Indian	3	16
Asian	4	9
Black	221	414
Hawaiian	0	0
Hispanic	27	54
White	38	48

Ethnicity*	#_OSS	OSS_Days
American Indian	17	44
African	25	53.5
Asian	1	2
Asian + White	1	1
Asian English	1	1
Black + White or Asian	27	53
Black English	196	360.5
Hispanic English	8	20
Hmong	1	5
Spanish	12	20
Vietnamese	1	1
White English	37	47
White Non English	1	1

* These ethnic group categories were developed in November 2018 to respond to several requests for more specific ethnic identification incorporating race and language.

Gender	#_OSS	OSS_Days
Female	70	124
Male	258	485

Birth Country	#_OSS	OSS_Days
Cote d'Ivoire (Ivory Coast)	1	1
Dominican Republic	1	3

Ghana, Republic of	3	5
Guatemala, Republic of	1	1
Guinea, Revolutionary People's Rep'c of	2	5
Kenya, Republic of	1	3
Liberia, Republic of	6	14
Mexico	1	1
Moldova, Republic of	1	1
Nigeria, Federal Republic of	1	1
Somalia, Democratic Republic of	2	9
United States of America	119	198
Unknown	189	367

Special Education	#_OSS	OSS_Days
Spec Ed	141	234.5
Non-Spec Ed	187	374.5

School	#_OSS	OSS_Days
Achieve	2	5
Birch Grove Schl For Arts	6	9
Brooklyn Middle School	29	38
Cedar Island Elementary	1	1
Edinbrook Elementary	9	17
Elm Creek Elementary	6	8
Fair Oaks Elementary	1	1
Maple Grove Middle School	22	27
Maple Grove Senior High	24	56
North View Ib World School	26	77
Osseo Alc Sr High	2	2
Osseo Middle School	27	60
Osseo Senior High	75	147
Palmer Lake Elementary	19	42
Park Center Ib World School	78	118
Woodland Elementary	1	1